

AS Sociology Paper 1: Education Essay Pack

'Define' Questions:

*These questions will be worth **two marks** and require you to write a clear and succinct definition of the key term. You will have 10 minutes to answer all three short answer questions.*

Question	Answer/Plan
• Define the term 'social cohesion'	
• Define the term 'social mobility'	
• Define the term 'hidden curriculum'	
• Define the term 'social solidarity'	
• Define the term 'particularistic values'	
• Define the term 'universalistic values'	
• Define the term 'meritocracy'	
• Define the term 'marketisation'	
• Define the term 'false class consciousness'	
• Define the term 'ideological state apparatus'	
• Define the term 'cultural capital'	

<ul style="list-style-type: none">• Define the term 'anti school subculture'	
<ul style="list-style-type: none">• Define the term 'globalisation'	
<ul style="list-style-type: none">• Define the term 'labelling'	
<ul style="list-style-type: none">• Define the term 'self-fulfilling prophecy'	
<ul style="list-style-type: none">• Define the term 'streaming'	
<ul style="list-style-type: none">• Define the term 'educational triage'	
<ul style="list-style-type: none">• Define the term 'cultural deprivation'	
<ul style="list-style-type: none">• Define the term 'elaborated language code'	
<ul style="list-style-type: none">• Define the term 'restricted language code'	
<ul style="list-style-type: none">• Define the term 'correspondence principle'	
<ul style="list-style-type: none">• Define the term 'ethnocentric curriculum'	
<ul style="list-style-type: none">• Define the term 'privatisation'	
<ul style="list-style-type: none">• Define the term 'parentocracy'	
<ul style="list-style-type: none">• Define the term 'deferred gratification'	

<ul style="list-style-type: none">• Define the term 'immediate gratification'	
<ul style="list-style-type: none">• Define the term 'material deprivation'	
<ul style="list-style-type: none">• Define the term 'myth of meritocracy'	

'Using one example, briefly explain' Questions

These questions carry two marks and require you to clearly state an example and then explain that example in a second sentence.

You will have 10 minutes to answer all three short answer questions.

Question	Answer/Plan
Using one example, briefly explain how the hidden curriculum in schools may prepare young people for working life.	•
Using one example, briefly explain how teacher stereotyping may harm a pupil's progress in school.	•
Using one example, briefly explain why there may be a cultural clash between home and school for some pupils.	•
Using one example, briefly explain why some schools may try to select the pupils that attend their schools.	•
Using one example, briefly explain how the restricted speech code may lead to underachievement.	•
Using one example, briefly explain how pupils' identities may lead to underachievement.	•
Using one example, briefly explain how the 'male gaze' may affect pupils' experience of schooling.	•
Using one example, briefly explain how 'multicultural education' may reduce ethnic differences in achievement.	•
Using one example, explain how education may reinforce social solidarity.	•

'Outline three' Questions

These questions carry 6 marks and require you to write 3 separate bullet points and explain them in a second sentence.

You will have 10 minutes to answer all three short answer questions.

Question	Plan/Answer
Outline three ways in which schooling might contribute to social stability.	1 2 3
Outline three reasons why labelling in schools may lead to the formation of anti-school subcultures.	1 2 3
Outline three factors inside schools that may affect the educational progress that pupils make.	1 2 3
Outline three factors outside schools that may affect the educational progress that pupils make.	1 2 3
Outline three reasons why girls generally achieve more highly in education than boys.	1 2 3

Outline three reasons why some minority ethnic groups underachieve in education.	1 2 3
Outline three reasons why middle-class parents are, in general, more successful in accessing better schools for their children than those from more disadvantages backgrounds.	1 2 3
Outline three ways in which privatisations has affected the educational system in Britain.	1 2 3
Outline three functions performed by education, according to the functionalist perspective.	1 2 3
Outline three ways in which housing may affect achievement.	1 2 3
Outline three ways in which pupils may respond to labelling and streaming.	1 2 3

Outline three ways in which the ethnocentric curriculum may operate in education.	1 2 3
Outline three reasons why girls achieve more highly than boys in education.	1 2 3
Outline three ways in which the correspondence principle operates in school.	1 2 3
Outline three policies that may reduce inequality in education.	1 2 3

'Outline and explain two' Questions

These questions carry 10 marks of AO1 and A02. You should break your mini essay into two paragraphs (plus a conclusion). You should explain the content of your essay and apply it in the same paragraph. Spend approximately 20 minutes writing this answer.

Question	Plan/Answer
Outline and explain two ways in which the education system may pass on values and ideas which are in the interests of the dominant groups in society. (dominant groups refers to middle class and men)	PARA 1 APP PARA 2 APP CONCLUSION
Outline and explain two factors inside schools that may have contributed to the formation of the 'ideal pupil' identity.	PARA 1 APP PARA 2 APP CONCLUSION
Outline and explain two cultural factors that may contribute to the poorer educational progress of some social groups in school.	PARA 1 APP PARA 2 APP CONCLUSION
Outline and explain two ways in which globalisation has affected the educational policies in Britain.	PARA 1 APP PARA 2 APP CONCLUSION

Outline and explain two ways in which material deprivation can impact on educational achievement.	PARA 1 APP PARA 2 APP CONCLUSION
Outline and explain two forms of pupil response to teachers' racism and negative labelling.	PARA 1 APP PARA 2 APP CONCLUSION
Outline and explain two reasons why girls and boys often choose to study different subjects.	PARA 1 APP PARA 2 APP CONCLUSION
Outline and explain two roles that education fulfils according to functionalists.	PARA 1 APP PARA 2 APP CONCLUSION
Outline and explain two effects of marketization policies.	PARA 1 APP PARA 2 APP

	CONCLUSION
Outline and explain two factors external to the education system that may cause gender differences in achievement.	PARA 1 APP PARA 2 APP CONCLUSION

'Applying material from item B and your knowledge, evaluate' Questions

This question carries 20 marks and will test your AO1, AO2 and AO3 skills. You should aim for around 4 paragraphs (plus a conclusion). Each paragraph should contain AO1, AO2 & AO3. You will be expected to refer to the item in your essay. You should spend 30 minutes writing this answer.

Question	Plan/Answer
<p>Item A</p> <p>Functionalists see education as an important agency of socialisation playing a key role in preparing young people for adulthood and working life, and improving their life chances through upward social mobility. All those who have the ability and talent and put in the effort have an equal chance of success. The grading of pupils by test and exam results benefits the economy by ensuring the most talents and qualified individuals are allocated the most important jobs in a meritocratic society.</p> <p>Applying material from item A and your knowledge, evaluate the functionalist approach to the role of education in society.</p>	<p>PARA 1</p> <p>PARA 2</p> <p>PARA 3</p> <p>PARA 4</p> <p>CONC</p>

<p>Item A</p> <p>Teacher's expectations of their pupils are often based on stereotypes about pupils' ethnicity, gender and social class background. They may then subsequently judge and classify pupils in various ways for example as bright or slow learners, as troublemakers or ideal pupils, or as hardworking or lazy. This process of classification or labelling by teachers has been shown to affect the performance of students, and the progress they make in school. This labelling and other processes within schools influence who succeeds and who fails in education.</p> <p>Applying material from item A and your knowledge, evaluate sociological explanations of how processes within schools influence the educational achievement of pupils.</p>	<p>PARA 1</p> <p>PARA 2</p> <p>PARA 3</p> <p>PARA 4</p> <p>CONC</p>
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<p>Item A</p> <p>There are major differences in levels of educational achievement between pupils from different social class backgrounds. Social class inequality in education begins even before children enter primary school, and in general the higher the social class of the parents, the more successful their children will be in education. There are a variety of material and cultural factors explaining this, both inside and outside of schools, as well as features of the schooling process.</p> <p>Applying material from item A and your knowledge, evaluate sociological explanations for social class inequalities in educational achievement.</p>	<p>PARA 1</p> <p>PARA 2</p> <p>PARA 3</p> <p>PARA 4</p> <p>CONC</p>
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Item A

Marketisation policies have created a free market in education. Parents now have some choice in their children's school, with Ofsted reports and school league tables to help them find the best schools. Schools have much more control over their own affair and compete with one another to attract pupils. These policies aimed to improve standards of teaching and learning. Schools that produced good results would be popular with parents and pupils, and would thrive; failing schools would be forced to improve or risk being closed.

Applying material from item A and your knowledge, evaluate the view that the marketization of education has not benefitted all social groups equally.

PARA 1

PARA 2

PARA 3

PARA 4

CONC

Item A
Research suggests that pro and anti-school subcultures are a common feature of many schools. Such student subcultures can have a significant impact on educational achievements of their members. Some research in the North East of England for example found that members of a subculture known as 'charvers' rejects their secondary school and deliberately aimed to fail their GCSEs. Charvers were mainly from a deprived background but did not lack confidence or self-esteem. Rather, status within the subculture was dependent on a rejection of schooling and their social standing within the subculture was more important to them than gaining qualifications. Other pupils who didn't belong to the subculture were nevertheless affected by it because they were afraid of being bullied if they were seen to have done their homework or to be answering questions in class.

Applying material from item A and your knowledge, evaluate the view that working class underachievement is a product of membership of anti-school subcultures.

PARA 1

PARA 2

PARA 3

PARA 4

CONC

<p>Item A</p> <p>There are clear social class differences in educational achievement. Some sociologists argue that these are the result of factors outside schools. Some claim that working class parents place less value on education and so their children see it as less important than do middle class pupils. Differences in speech codes and in the level of family's material resources may also have an important impact. However, others suggest that what happens in school has a greater effect on social class differences in achievement.</p> <p>Applying material from item A and your knowledge, evaluate the view that middle-class pupil's high level of achievement is a product of factors outside school.</p>	<p>PARA 1</p> <p>PARA 2</p> <p>PARA 3</p> <p>PARA 4</p> <p>CONC</p>
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<p>Item A</p> <p>There are major social class differences in educational achievement and some sociologists argue that these are the result of internal factors and processes within schools. These include teacher labelling, the self-fulfilling prophecy, streaming and the creation of pupil subcultures. However, other sociologists argue that factors outside the school such as parental attitudes and parental income are the main cause of working class underachievement.</p> <p>Applying material from item A and your knowledge, evaluate the claim that factors outside the school are the main cause of working class underachievement.</p>	<p>PARA 1</p> <p>PARA 2</p> <p>PARA 3</p> <p>PARA 4</p> <p>CONC</p>
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<p>Item A</p> <p>There are marked ethnic differences in educational achievement. Some minority ethnic groups do much better than others. For example, Indian pupils on average achieve more highly than Pakistanis and Bangladeshis. These differences may be due to factors outside the school. For example, some sociologists suggest that cultural differences have an important influence on achievement. Others claim that it is more to do with the material circumstances of different ethnic groups.</p> <p>Applying material from item A and your knowledge, evaluate the view that ethnic differences in educational achievement are primarily the result of factors outside the school.</p>	<p>PARA 1</p> <p>PARA 2</p> <p>PARA 3</p> <p>PARA 4</p> <p>CONC</p>
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<p>Item A</p> <p>Although achievement levels for both sexes have risen, boys' examination performance has fallen behind that of girls since the 1980s. At the same time, there have been a number of major changes in wider society. These include the decline of traditional jobs in manufacturing industries, a big increase in divorce and more women in paid employment.</p> <p>Applying material from item A and your knowledge, evaluate the view that boys' underachievement is mainly the result of factors outside the school.</p>	<p>PARA 1</p> <p>PARA 2</p> <p>PARA 3</p> <p>PARA 4</p> <p>CONC</p>
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<p>Item A</p> <p>Some sociologists claim that education reproduces and legitimates social class inequality. They argue that it operates in the interests of the ruling class, preparing working-class pupils for working-class jobs and justifying this outcome as fair. Other sociologists disagree. They claim that education offers all pupils an equal opportunity to succeed.</p> <p>Applying material from item A and your knowledge, evaluate the view that 'educational reproduces and legitimates social class inequality'.</p>	<p>PARA 1</p> <p>PARA 2</p> <p>PARA 3</p> <p>PARA 4</p> <p>CONC</p>
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<p>Item A</p> <p>Until the 1980's, most education was provided by elected local education authorities, directed and funded by central government. However, the 1988 Education Reform Act began the marketization of education, aimed at raising standards by increasing parental choice and competition between schools. After 2010, there was a substantial move towards the privatisation of education through policies such as the growth of chains of academies run by private businesses. Some sociologists claim that the main impact of marketization and privatisation policies has not been to raise standards, but to increase educational inequality.</p> <p>Applying material from item A and your knowledge, evaluate the claim that marketization and privatisation policies have increased educational inequality.</p>	<p>PARA 1</p> <p>PARA 2</p> <p>PARA 3</p> <p>PARA 4</p> <p>CONC</p>
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<p>Item A</p> <p>Some sociologists see differences in achievement as resulting from factors internal to the education system. Processes within schools that can cause these differences include labelling, streaming and various ways pupils respond to being treated differently. In many cases, these factors link together to create substantial inequalities in educational experiences and outcomes. By contrast, other sociologists claim that home and community background exerts a greater influence on achievement.</p> <p>Applying material from item A and your knowledge, evaluate the view that factors internal to the education system are the main cause of differences in achievement between social groups.</p>	<p>PARA 1</p> <p>PARA 2</p> <p>PARA 3</p> <p>PARA 4</p> <p>CONC</p>
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