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| **Perspective** | **Main ideas and assumptions** | **Evaluation and analysis** |
| **Feminism and Gender** | Feminists claimed until the 1980s that education was **sexist**. Girls were disadvantaged in many ways through the curriculum and by sexist attitudes of teachers. Males are still advantaged in terms of **subject choices** which lead them into higher paid jobs. A **genderquake** has shaken gender roles and girls are now our performing boys in all areas. Although males are still dominating science subjects. Reasons given for the change include feminism and changing attitudes of girls, **crisis of masculinity**, feminised education, changes in GCSEs (coursework which favours girls). | Feminists ignore differences in class and ethnicity. Middle class boys are still doing better than working class girls and some ethnic groups e.g black boys are more disadvantaged. Boys are not underachieving they are improving but not as fast as girls. Girls may be doing better in education but they are still not catching up in the job market. |
| **New Right** | Margaret Thatcher’s govt introduced **marketisation** in education. British children were unskilled for the changing job market and education needed to improve. If schools compete for customers they will have incentive to improve. They introduced the **national curriculum** to make education more suited to the workforce. In 1988 **league tables were introduced and then SATS, Ofsted, and funding based on roll numbers**. Schools altered their practice to maximise position in league tables e.g **triage, cream skimming, silt shifting.** Schools were competing with each other to sell their ability to get A-C grades and Parents (customers) were essentially shopping for a good product **(The A-C economy**). | The New Right is accused of **increasing inequality** in education. Successful schools got plenty of funding and attracted more middle class children increasing their success. Other schools were left **under funded** and mostly containing working class children who’s parent could not get places in the better schools. Setting and Streaming increased unequal opportunities in schools and teachers started to focus on children who would boost league tables the most i.e **border line students**. |
| **Interactionism and factors inside school** | Interactionists focus on relationships and interactions between teachers and pupils in schools. Teachers create an **‘ideal’ pupil image** and compare students to this image, well behaved, polite, obedient, hard working. Students are do not match the ideal image are **labelled** as less able, trouble makers etc. Students **self-fulfill** the label. Negative labels are attached to working class children more often because teachers are middle class. Teachers may also label ethnic minority children as less able. | Interactionists ignore that people have **free-will.** Children can reject labels given to them and choose to succeed in education anyway. Teachers are not unaware of issues that disadvantage children. Teachers are aware that their expectations will affect pupils. This perspective ignores the idea that teacher labels may be accurate. |
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