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| **Perspective** | **Main ideas and assumptions** | **Evaluation and analysis** |
| **Cultural Factors inside and outside of school - social class an location**  | A New right perspective argues working class children suffer from **cultural deprivation:** they lack the cultural norms and values necessary for success in education. Unable to interact with teachers because of lack of manners and use **a limited speech code** which teachers dislike or don’t understand. They also lack parental support as the home culture is anti-education. Parents do not have cultural knowledge to help their child e.g how to communicate well with teachers, or how to get into university. Middle class children have ‘cultural capital’ (ways of behaving that are valued by society); their culture values education as a route to success and encourages children to **defer gratification**, i.e work hard now for a greater reward later. Middle class children have better relationships with teachers due to their culture and ability to use an **elaborate speech code** the same as the teachers**.** | Functionalists argue working class children are socialised into inferior culture and this is not the fault of the education system which is meritocratic. Marxists would argue that **cultural capita**l advantages middle class children because teachers are middle class and more effort should be made to value working class culture. Traditional Marxists would argue that material factors like poverty are much more important.  |
| **Material factors inside and outside of school – social class and location** | Wealth and **material deprivation** impacts on attainment. Poorer families cannot move closer to good schools or pay for private education. Poor children do not have space at home to study, money for books, trips, equipment, good diet. In 6th form and university children from low income families may have to work in a part-time job to contribute which impacts on grades. **Funding varies between** **schools**. Schools in deprived areas get low Ofsted grades and low position on league tables and so do not attract middle class parents. Teachers don’t stay as long in schools in deprived areas and a lack of resources creates a different standard of education**. Location** affects attainment because of the differences in funding. | Functionalists would argue the system is meritocratic and that equal opportunities exist and therefore given the right attitude working class children could succeed. Furthermore schools could improve if they wanted to and get more funding. The main argument is that it is the culture of the working class that is at fault NOT the fact that they lack money. Furthermore Govts have introduced free school meals, subsidies for trips and pupil premium funding to counter this inequality .  |
| **Ethnicity** | **Indian and Chinese** students are the most successful, whilst **black and asian** do the worst. The ethnic group that has the most underachieving pupils is white. But this is mostly working class children. This shows that equal opportunities may exist but **equality of outcome** does not. Some argue that teachers label some ethnic minorities as less able. Some argue that black culture and also material deprivation amongst black children is to blame. | Some ethnic minorities have **cultural capital (Chinese**) their culture fits very well with the education system and they are obedient. This argument ignores the fact that many ethnic minorities are doing well in education. Labels can be rejected.  |