

A. Keywords:

Social class – a way dividing people into groups usually based on occupation.

Ethnicity – the cultural group a person belongs to.

Material deprivation – being without enough money to buy goods.

Cultural deprivation – being without the values and skills needed to be successful.

Cultural capital – advantages that parents can pass onto their children in the form of knowledge and resources.

Parental aspirations – parents' hopes and ambitions for their children's future.

Labelling – attaching a category, type or image to a person.

Market principles – treating schools like businesses so schools have to compete for students and parents 'go shopping' for schools.

Subcultures – a small group within society with its own norms and values.

Ethnocentric curriculum – when the content of lessons and courses concentrate on one country or ethnic group.

Institutional racism – where an organisation's culture and methods of operating are found to be racist throughout.

Stereotype – an exaggerated simplified view of a group of people that can cause prejudice and discrimination.

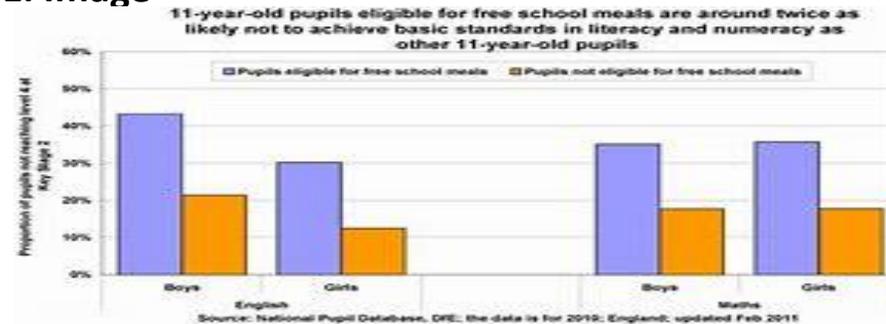
Crisis of masculinity – male insecurity regarding their identity, believed to be caused by a decline in male jobs and an increase in the independence of women.

B. Social Class

A government report in 2014 suggested that social class was the biggest factor affecting achievement. White British children who have Free School Meals were the lowest achieving group of all ethnic groups.

Sociologists look at factors inside and outside of the school to explain the difference. Inside school factors include labelling by teachers, streaming into sets and subcultures formed within the school. Outside school factors include cultural factors like language, parental aspirations and values. Material factors consider how much money a family has can affect achievement.

E. Image



F. Expert Modelling:

Ethnic minority pupils tend to underachieve in education due to processes that take place within school. Do you agree with this view? (15)

P One process that takes place within schools that can affect ethnic minority achievement is the ethnocentric curriculum.

E This means that what is taught within schools focuses on the achievement of white culture and ignores the achievements and cultures of other schools.

E For example, it could be suggested that the history curriculum recreates a mythical age of past glories and ignores the history of other cultures.

Subject: Sociology

Topic: Factors affecting educational achievement

C. Gender

In the 1990s girls overtook boys at every level of education and they continue to outperform boys, even with the improvement seen in boys' achievement.

Changes in norms and employment prospects have made it easier for women to follow a career. More jobs are available for women and this may be an incentive for girls to work hard.

Whereas for boys, there is a crisis of masculinity as men have lost their traditional roles in family and workplace and boys are left confused about their identity.

D. Ethnicity

Chinese children outperform every other ethnic group, including white children. Pakistani and Caribbean do less well, while Bangladeshi children are now achieving higher than the national average at GCSE.

Ethnic minority families tend to be working class so this affects the material such as diet and housing that can affect educational achievement.

Within school, research shows that teachers label ethnic minority children as low achievers.

G. Wider thinking / further reading:

<http://www.poverty.org.uk/26/index.shtml>

http://news.bbc.co.uk/1/hi/english/static/in_depth/uk/2002/race/educational_achievement.stm

A. Keywords:

Consensus theory – the idea that people in society share a set of beliefs and aims.

Functionalists believe this

Conflict theory – a view of society that sees a struggle between different groups for control. Marxism and Feminism are examples of this

Formal curriculum – the prescribed set of subjects taught in a school such as English and maths

Hidden curriculum – the messages and ideas pupils pick up at school throughout the day that are not taught as part of the formal curriculum

Social cohesion – the situation in which there are strong, tight bonds and a sense of agreement between members of society

Meritocracy – a system in which people are rewarded for their own ability and hard work by gaining the best jobs, wealth and/or status

Role allocation – the way in which jobs are given to people in society

Capitalism – societies like UK and USA where business are owned by individuals and people are paid wages to work for other people

Correspondence theory – the theory that school mirrors and prepares pupils to work in unfulfilling, boring jobs without rebelling

Marginalised – the non-inclusive positioning of some groups on the edge of society

Gendering – the presentation of some subjects as either more suitable for girls or for boys e.g. physics used to be presented as a boys' subject

Double standard – a rule or principle that is applied unfairly to different groups or people

B. Functionalism

Schools are agent of secondary socialisation and will carry on from the family in terms of teaching children norms and values of behaviour, for the benefit of individuals and wider society.

Durkheim argued schools give children an understanding of the world and their place within it. Learning through subjects like English, history and geography gives children a sense of belonging to something greater than themselves and promotes social cohesion. While, Parsons argues schools reward the most able so those with the best exam results get the best jobs. Schools are therefore meritocratic and everyone has equal opportunities to succeed.

E. Image

With a non-academic focus on teaching values and skills apart from official curriculum

Consciously or unconsciously hidden at least for a group of subjects

Hidden Curriculum

With a potential to lead to positive and negative influences on the individuals

Not written and not explicitly acknowledged

F. Expert Modelling:

Explain, using examples, how school prepares pupils for work. (8)

P One way school prepares pupils is through the correspondence principle.

E Bowles and Gintis suggest that school mirrors the workplace and teaches children to be obedient, passive workers.

E For example, schools have a hierarchy of authority with students being told what to do by the teacher, work runs along the same lines with bosses telling the employees what to do.

L Therefore, this prepares pupils for work as they know there will be a boss telling them what to do and they have to obey to keep their job.

Subject: Sociology

Topic: Sociological views of education

C. Marxism

Marxists don't see education as benefitting pupils or wider society, so differ to functionalists. For Marxists, education is under the control of the upper classes and used and maintained for their benefit.

Bowles and Gintis suggest schools are organised to achieve exactly what the upper classes want. They term this correspondence principle and schools prepare students for work. For example, employers need obedient workers so children learn to do as they are told and obey school rules. Marxists do not see education as meritocratic.

D. Feminism

Feminists argue schools are patriarchal and reinforce existing stereotypes. For example, before the National Curriculum in 1988 boys and girls would do different subjects. Boys would do woodwork and metal work while girls did needlework and cookery. Feminists suggest that this reinforces the idea that men and women do different tasks, with women suited to housework tasks.

Although, feminists agree there has been changes, school remain patriarchal with certain subjects being presented as more suitable for one gender.

G. Wider thinking / further reading:

<https://www.youtube.com/watch?v=ndExF776Hus>

<https://sociologytwynham.com/2008/12/20/hidden-curriculum-3/>