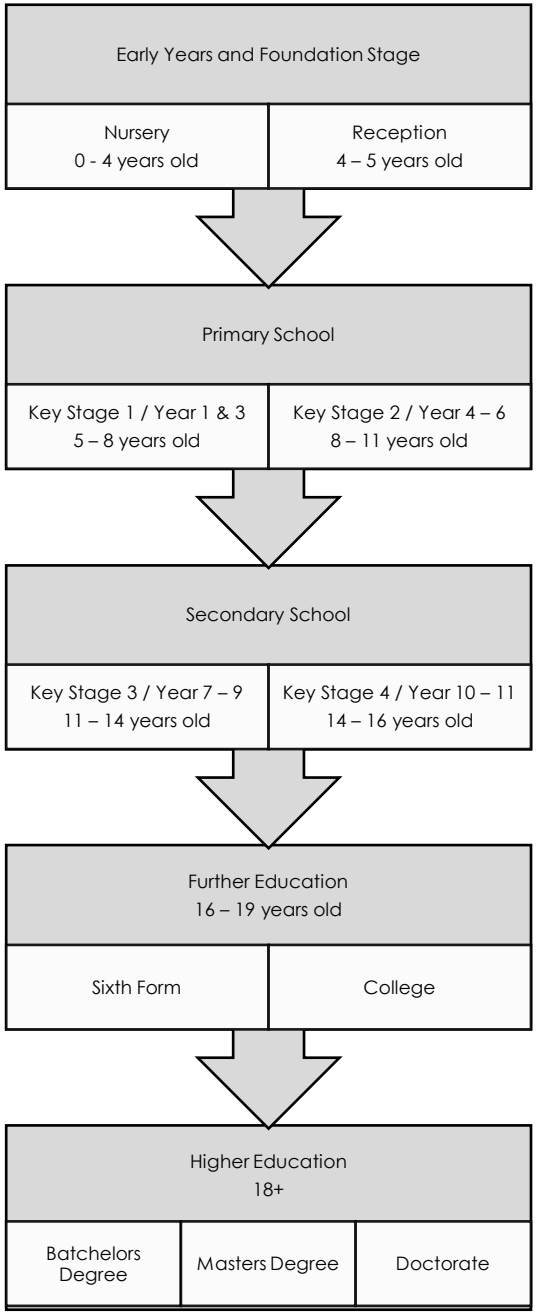
AQA A LEVEL SOCIOLOGY
UNIT 2 – EDUCATION

COMPLETED KNOWLEDGE ORGANISERS

Introduction to Education



State Schools

Schools which are funded by the government

Community schools or maintained schools are funded by the local authority and not influenced by business or religious groups and follow the national curriculum.

Foundation and voluntary schools, which are funded by the local authority but have more freedom to change the way they do things - sometimes they are supported by representatives from religious groups.

City Technology Colleges (CTCs) are all-ability secondary schools based in urban centres and geared towards science, maths, technology and preparing students for the world of work. 15 City Technology Colleges were created, of which all but three have converted to academies.

Grammar schools are state secondary schools that are free to attend but select their pupils by means of an examination taken by children at age 11, known as the "11-plus". There are only about 163 grammar schools in England.

Academy schools are state-funded schools in England which are directly funded by the Department for Education but independent of local authority control. Academies are self-governing non-profit charitable trusts.They do not have to follow the National Curriculum but do have to ensure that their curriculum is broad and balanced, and that it includes the core subjects of mathematics and English.

Free schools are funded by the government but are not run by the local authority. They have more control over how they do things. They're 'all-ability' schools, so can not use academic selection processes. Free schools are run on a not-for-profit basis and can be set up by groups like, charities, universities, independent schools, community and faith groups, teachers, parents, businesses.

Faith schools have to follow the national curriculum, but they can choose what they teach in religious studies. Faith schools may have different admissions criteria and staffing policies to state schools, although anyone can apply for a place.

Single Sex Schools are schools which select based on gender. They are 100% Male or Female in the student body, although many become co-Ed at 6th form level.

A **state boarding school** is one where you pay for boarding and the education is free. The government pays for the education as it would at any other state school in England. There are around 40 State Boarding Schools in the UK.

Private Schools

Fee paying schools

Private / Independent Schools - Schools where students pay fees in order to attend, they can be day schools or boarding schools but they are independent of the regulations and conditions which apply to state funded schools. They may choose to follow some regulations such as Curriculum or the type of examinations they choose to do but they don't have to.

Public Schools – Schools which are long established and are fee paying but also require an entrance exam in order to attend.

e.g. Eton and Cheltenham Ladies College

International Schools – Schools which cater to the international community and follow an international curriculum such as the Internal Baccalureate, International Primary Curriculum and iGCSE's

Alternative Provision

Schools for those that are unable to attend main stream education

Pupil Referral Units – PRUs are a type of school that caters for children who can't attend a mainstream school. Pupils are often referred there if they need greater care and support than their school can provide. Children who attend a PRU might be

- Permanently excluded for behaviour reasons,
- Experiencing emotional or behavioural difficulties,
- Experiencing severe bullying.
- Pregnant or young mothers.

Special Education Schools:
A school catering for students who have special educational needs due to learning difficulties, physical disabilities or behavioral problems. Special schools may be specifically designed, staffed and resourced to provide appropriate special education for children with additional needs.

Home Schooling:
Homeschooling means learning outside of the public or private school environment. For most families, their "schooling" involves being out and about each day, learning from the rich resources available in their community, and through interactions with other families who homeschool.

Role and functions of Education: Functionalism

Human Capital means the stock of Knowledge, skills, values, habits and creativity that makes someone an economic asset to society.

Hidden Curriculum means the informal learning processes that happen in school It is a side effect of education that teaches students the norms and values of society.

Particularistic Values means values and Rules which only apply to that particular Person in a given situation (e.g. Home)

Universalistic Values means values and Rules which apply to all members of Society equally.

The four functions of education

	Identify + Key Thinker	Explain	Evaluation
1	Socialisation and Social Solidarity Durkheim	The education system meets a functional pre-request of society by passing on the cultural and values of society. This is achieved hidden curriculum and PSHE lessons. This helps to build social solidarity as it teaches students the core values of society.	• Ignores aspects of education which are dysfunctional, such as negative conflict. • Myth of meritocracy – private education • Marxists – Hidden Curriculum reinforces social inequality and maintains ruling class ideology. • Feminists – Hidden curriculum maintains and reinforces patriarchy not meritocracy. • Wong – Functionalists see children as passive puppets of socialisation when the process is much more complex and involves teacher – pupil relationships. • There is a weak link between educational achievement and economic success.
2	Bridge between family and society. Parsons	Parsons believed that schools provide a link between the family and wider society which allows students to move from the ascribed status and particularistic values of the home to the meritocratic and universalistic values of wider society.	
3	Developing Human Capital Schultz	This suggests that investment in education benefits the wider economy. Education can provide properly trained, qualified and flexible workforce. They argue that education makes sure that the best and most qualified people end up in jobs that require the most skill.	
4	Role Allocation Davis and Moore	The education systems provides a means to selecting and sifting people into the social hierarchy. In a meritocratic society access to jobs and power, wealth and status are directly linked to educational achievement.	

New Right View of Education

Role of Education

Similar beliefs to the functionalists but believe that he state takes too much of a role and the free market policies (marketisation) would raise standards.

Schools should compete with one another and parents and pupils should be seen as consumers.

Chubb and Moe - Education Vouchers and Parentocracy.

Influence of Education Policy

1980's Vocational Education
1988 Education Reform Act:
- Funding formula
- League Tables

New Labour - Academies
Coalition Government
- Free Schools
- Privatisation of Education

Role and functions of Education: Marxism

Ideological State Apparatus means a Social institution whose main role is to pass on the dominate ideology of the Ruling class.

Repressive State Apparatus means a social institution whose role it is to enforce the dominant ideology by force or threat of force – e.g. police

Correspondence Principal means the ways in which the education system Mirrors the world of work. E.g. hierarchy, punctuality and

Hidden Curriculum means the informal learning processes that happen in school it is a side effect of education that teaches students the norms and values of society.

The main role of education is to maintain capitalism and reproduce social inequality.

Althusser

Reproduction of social inequality	Legitimisation of social inequality
Education deliberate engineers W/C failure in order to create an unqualified factory workforce. Private education prepares children of the elite for positions of power. Hidden Curriculum is shaped to assist M/C achievement and deter W/C achievement.	M/C has access to more cultural and economic capital which puts them at an advantage. Education encourages students to blindly accept capitalist values, through the hidden curriculum.

Bowles and Gintis

Correspondence principal	Myth of Meritocracy
School processes mirror the world of work in order to prepare them for manual labour: • wages not satisfaction • Lack of control • Obedience • Achieved status • Discipline and consequences • Boredom	Education claims to be meritocratic but schools discriminate in favour of the middle class, e.g. language. Hidden Curriculum lowers working class ambitions.

Evaluation

Giroux – Neo Marxism	Social Democratic	Neo-Liberals	New Right	Postmodernism
Rejects the view that WC passively accept their position to become compliant workers. Existence of anti-school subcultures, truancy and exclusion suggest both the hidden curriculum and correspondence principal have failed. Marxists often fail to acknowledge that gender and ethnicity often combine with class to produce success or failure.	Halsey Floud and Martin suggest that Marxists exaggerate the effect the education has on working class achievement. They point out that govt policies such as comprehensivisation have improved the chances of the working class.	Saunders claim that middle class educational success is due to biological differences.	Chubb and Moe argue that the Marxists fail to see how education has failed all social groups not just the working class. They believe that education has failed to equip all students with the skills needed to be successful in the global market place.	Marxists fail to acknowledge that education actually reproduces diversity rather than inequality. Morrow and Torres claim the students create their own identities rather than being constrained by traditional structures like class. In postmodern societies students are able to make their own choices about their identity e.g. increasing numbers of trans students.

Education Policies (Equality)

What are the three aims of education policy in the UK?

Economic Efficiency – develop the skills of the young to improve the labour force. This involves making the education system meet the needs of industry and employers.

Raising educational standards – UK education needs to compete in a global education market and is ranked against other countries – e.g. PISA

Creating equality of educational opportunity - ensuring that all students get the best educational opportunities.

What are the 4 aspects of educational equality identified by Gillborn and Youdell

	Explain
Equality of Access	Every child should have the same opportunities to access educational provision of similar quality regardless of socio-economic background.
Equality of circumstance	Children should all start school with a similar socio-economic background so that they are all truly equal.
Equality of Participation	All students have the chance to participant on an equal footing in the processes that make up school life.
Equality of outcome	All students have the same chances of achievement in education regardless of socio-economic background.

Policies which increased equality in education

Policy	How it increased equality	Evaluation
1988 Education Reform Act – National curriculum	All schools had to teach the same core curriculum	Not suitable for all – suits 'academic' pupil more.
1965 – Comprehensivisation Act	Got rid of the 11+ exam and made it so all students would get 'Parity of Esteem' & 'Equality' within education	Comprehensives are large schools so lack individual attention.
Schools Admissions Code	Forbids discrimination in admitting pupil on grounds of socio-economic backgrounds or ability.	Covert selection still takes place by both schools and parents. Postcode lottery
Policies that improve inequality in circumstances	Pupil Premium – additional funding for those students from a poor socio-economic background. Compensatory education	Kerr and West – too many other factors outside of school that impact achievement.

Selection and Admissions Policies

3 types of selection

Selection by ability – entrance tests

Selection by aptitude – Talents

Selection by Faith

Arguments in favour of selection

Allows 'high-flyers' to benefit.

Specialised and focused teaching can take place.

Arguments against selection

Late developers don't benefit.

Mixed ability fosters social cohesion.

Reduced risk of labelling and therefore SFP

HA can act as a inspiration to other students.

Open Enrolment Polices & Parental Choice

OEP mean that parents can apply to any state school, in any area and if the school is under subscribed they must take the child. However over-subscribed schools fill up quickly so many parents don't get their 1st choice.

Over Subscription Policies

Priority to

- Children in care,
- Pupil premium,
- Siblings (at discretion of LA)
- Catchment area – closest first,
- Faith

Covert Selection

Tough and Brooks:

Backdoor social selection to cherry pick students. Discouraging parents of poorer students from applying in the first place through high uniform prices, making literature hard to understand, not advertising in poorer areas.
Faith schools require a letter from spiritual leader to gain insight to the potential students family and commitment to both the faith and the school ethos.

Education Policies (Marketisation)

Marketisation means the process of where by services like education are pushed towards operating like a business based on supply and demand. Students are considered consumers rather than pupils.

Privatisation *in* Education means changing the internal processes of a school to be more like a business, for example treating Parents and students as consumers, target setting, performance related pay and league tables.

Privatisation *of* Education means opening up aspects of education to Private businesses such as staff training, school finances, school Management (academy chains) and Exams

Parentocracy means when a child's Educational achievement has more to do with parental wealth and wishes than student ability. Parents are able to have more choice over where to send their children.

Three features of marketisation

- Independence – allowing schools to run themselves how they see fit.
- Competition – Making schools compete with each other for students.
- Choice – Giving customers (parents and students) more choice in where they go to school.

Three elements of quality control

- Ofsted Inspections
- Publication of performance Tables such as examination results.
- National curriculum – baseline for what is taught.

Evaluation of Privatisation of Education

Positives	Negatives
More efficient More choice for parents Profit making might induce companies to support failing schools	Takes money from the education system. Business go out of business – leave schs stranded. Less equality

Policies which promote Marketisation and Raising standards

	Marketisation Policies	Raising Standards Policies
Conservative Govt 1979 – 1997	League Tables Local Management Schools Funding Formula Open Enrolment	Ofsted National Curriculum National Testing
Labour Govt 1997 – 2010	Business sponsored Academies Specialist schools	Maximum class sizes for 5 -7 yr old Building Schools for the future program Education Action zones Business sponsored Academies
Coalition Govt 2010 - 2015	New Style Academies Free Schools	Pupil Premium English Baccalaureate Reform of the National Curriculum Reform of the Exams system Tougher performance targets for schools

Evaluation of Marketisation policies and raising standards

Myth of Parentocracy	Parents do not have equal freedom to choose the schools which their child attends due to covert selection process, postcode lotteries in catchment areas, Middle class parents have much more freedom in choice due to their cultural capital, higher education and income.
Educational Triage	Teachers tend to allocate more resources to the students who are on the C/D boarder line in order to achieve the 5 A* - C needed for the league tables thus ignoring those who are unlikely to achieve this.
Dumbing Down	Due to the funding formula, schools need to retain and attract students in order to receive funding. Schools will therefore lead to the dumbing down of teaching and standards in order to retain students who might leave if they are pushed too hard or if the courses are too difficult.
Reduced quality control	Ofsted is not as independent as it appears with government and politicians interfering with the process by changing the standards and goal posts.

Globalisation and Education

Globalisation – the increased interconnectedness between people and nation states. Includes technological, economic and cultural interconnectedness.

Migration - The movement of peoples from one place to another. Either within a country or between countries.

PISA Tests - The Programme for International Student Assessment is a worldwide study by the Organisation for Economic Co-operation and Development in member and non-member nations intended to evaluate educational systems by measuring 15-year-old school pupils' scholastic performance on mathematics, science, and reading.

PREVENT Policy - Prevent is about safeguarding and supporting those vulnerable to radicalisation. Prevent is 1 of the 4 elements of CONTEST, the Government's counter-terrorism strategy. It aims to stop people becoming terrorists or supporting terrorism.

Features of Globalisation

Technological Development – New technologies have made it easier to connect over long distances. It has created a Time-Space compression.

Economic Changes – Economic activity now takes place on a global scale in a 24 hour system. The growth of transnational companies and an electronic economy.

Political Changes – Globalisation has undermined the power of the nation state. We now live in a borderless world (**Ohmae**). In some cases TNC's have more power than governments.

Cultural Changes – We now live in a global culture created by mass media and the internet that has led to the westernisation of the world.

Migration – People are moving more freely within and between countries for economic and personal reasons.

Impact of Globalisation on Education

Increased competition for Jobs meaning that schools have to change the curriculum to meet new needs e.g. Computer Science.

Global ICT companies such as Apple and Google creating online resources and curriculums.

Increased multiculturalism in schools and decline of the ethnocentric curriculum

Increased competition between schools and universities for students.

Global rankings used to compare and contrast systems and raise standards.

Increased risk and safeguarding issues for schools – e.g. Cyber bullying, PREVENT and Anti Radicalisation.

Perspectives views on Globalisation and Education

Hyper Globalist View	Marxist View	Neo-Liberal View	New Fordist View
Ohmae: • Creation of global citizens • Greater tolerance and respect for differences. • Greater access to information creating higher educational achievement.	Globalisation only provides more educational opportunities to the wealthy. **Joel Spring:** • Global Corporations are setting the educational agenda. • Creating a Digital Divide. • Disempowering of teachers.	Globalisation allows for private schools and universities to expand around the world. Globalisation means that governments can play a reduced role in the education system and reduce funding.	Globalisation has increased competition in the job market which means governments should increase education spending. Needs to be more focus on skills and competences to be able to complete globally.

Roles and Process in Schools

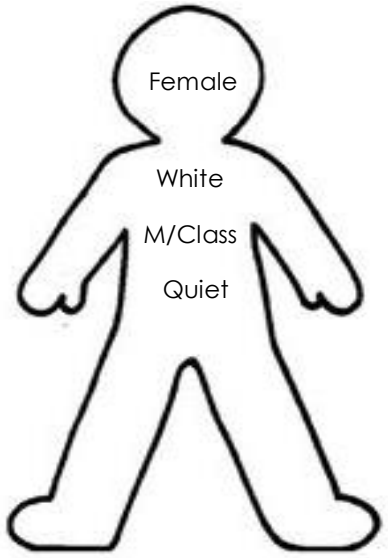
Setting means placing students in groups according to ability in individual subjects.

Streaming means placing students in groups according to ability across all subjects.

Ideal Pupil means the characteristics that a teacher subconsciously looks for in a good pupil.

Self Fulfilling prophecy means when a pupil takes on the label that they have been by the school and acts accordingly.

Characteristics of an ideal pupil



Bernstein – Language Codes

Restricted Code	Elaborate Code
W/C Limited vocab Short unfinished sentences Grammatically simple Context bound	M/C Wide vocab Grammatically complex Varied and abstract Context free

Labelling Theory

Overview	Labelling theory suggest that teachers often attach a label to a pupil that has little to do with their actual ability or aptitude. Instead they form an opinion of the student based on how close the students fit the ideal pupil. Becker suggests that teacher/ pupil interactions are based upon these labels and can lead to a self fulfilling prophecy where the students take on the label and act accordingly.
Evaluation	Deterministic Focuses on the negative effects Labelling theory attributes too much importance to 'teacher agency' (the autonomous power of teachers to influence and affect pupils) – structural sociologists might point out that schools themselves encourage teachers to label students Teacher training.
Reactions	Self fulfilling prophecy Rejection of the label - Margaret Fuller's (1984) research on black girls in a London comprehensive school found that the black girls she researched were labelled as low-achievers, but their response to this negative labelling was to knuckle down and study hard to prove their teachers and the school wrong.

Labelling – Case Studies

Rosenthal and Jacobson	Ray Rist	Hempel Jorgenson
Pygmalian in the classroom. Fake IQ test given to students. Random 20% students identified as bright (bloomers), went back after a year and found that those students had made more progress then others.	US Primary school study. Teacher used home background to group/segregate students. Tigers – Neat m/c, fast students. Cardinals – W/C middling ability. Clowns – W/C troublesome. Labels carried through later years	Ideal pupil varies according the make up of the school. Aspen – W/C sch. Discipline was a problem. Ideal pupil is quiet, passive and obedient. Rowan – M/C sch. Few dicispline problems. Ideal pupil is defined by personality & academic ability rather than behaviour.

Pupil Identities and Subcultures

Subcultures - A subculture is a group of people within culture that differentiates itself from the parent culture to which it belongs often maintaining some of the founding principals but developing their own norms and values.

Symbolic Capital – The status, recognition and sense of worth that students receive from others.

Symbolic Violence – using symbolic capital in a negative way, for example demonstrating superiority through values, beliefs and attitudes.

Working Class Dilemma – The dilemma faced by working class pupils to achieve symbolic capital from their friends or academic capital by rejecting working class identity.

Pupil Subcultures

	Characteristics	Types Mac An Ghaill (1994)
Pro – School Subcultures	Committed to school values. Gain approval / status through academic success. Involved in wider life of the school.	**The academic achievers**: Seek to achieve academic success by focusing on traditional academic subjects such as English, maths & sciences.
		The New Enterprisers: Rejected the traditional academic curriculum but were motivated to study subjects such as business and computing which they see as a route to economic success.
Anti – School subcultures	**Characteristics**	
	Lower streams. Rejection of school values. Truanting. Disruption. Not doing homework.	

Formation of Pupil Sub cultures - Lacey

Differentiation	Polarisation
The process of teachers categorising pupils according to how they perceive their ability, attitude and behaviour. Streaming is a form of differentiation, as it categorises pupils into different classes	The process by which pupils respond to differentiation by moving towards one of two opposite poles or extremes, ie pro or anti school subcultures.

How Schools shape Pupil Identities

Peer Groups and Symbolic Capital

Reinforcing acceptable behaviours by ostracising those that don't conform and giving status to those that do.

E.G. Calling those that study names like "nerd" or "geek"

Symbolic Violence – Archer

Schools impose forms of symbolic violence against students whose identities are shaped by designer clothing or hyper-heterosexual feminine behaviour (usually w/c) which suggests to those students that education is not for them.

School Environments – Reay

Students align their ability with the type of school that they attend. Students who attend a poor performing school see themselves as poor students and more likely to for anti school sub cultures, where as those attending high performing schools tend to form pro-school subcultures.

Ethnocentric Curriculum – Ball

The current curriculum is very focused on Middle class White British culture, what Ball refers to as "Little Englandism" this can turn both ethnic minorities and Girls who feel excluded.

Subject Choice

Schools reinforced gender stereotypes in subject choices – pushing girls to expressive subjects and boys to instrumental ones – this reinforces gender identity. Can also be achieved through stereotypical images within school

Uniforms

Uniform reinforces gender roles as girls expected to wear skirts and blouses and boys' trousers and ties. Can also shape class identity with schools demanding certain standards of dress or pupils being sent home. Most schools also do not take ethnic minority dress into account within their polices. E.g. Hair cuts and Hijabs .

Sub-Cultures

Rejection by school can lead working class and minority ethnic groups to identify as being antiauthoritarian and therefore reject authority in all walks of life. See Studies by Fuller, Willis, Sewell

Labelling

Positive and negative labelling impacts of self esteem and self image. Students labelled negatively may assume that academic achievement is not part of their identity and therefore look towards more vocational course in the future

Measuring Educational Achievement

Educational Achievement - Refers to the qualifications achieved at the end of Formal Education (e.g. GCSE's, degrees, A-levels, diploma's, doctorates, certificates)

Differential Educational Achievement – Refers to the differing levels of Educational Success individuals might achieve within the education system, when studied across different social groupings

Internal Factors – Factors inside of school which impact a students educational achievement.

External Factors – Factors outside of school which impact a students educational achievement.

Official Statistics – Data that is collected and published by government or government agencies.

Methods used to measure educational achievement.

Raw GCSE Grades

Until 2017 educational achievement was measured by:

- The number of GCSE grades A* - C a student achieved.
- The Number of GCSE grades A* - C including English and Maths a student achieved.

Schools would be judged on the percentage of students in their school that achieved these two criteria.

After 2017 this was changed to the number of 5 – 9 grades a student achieved again including English and Maths and in general.

Attainment 8

Introduced in 2016 Attainment 8 measures a student's average grade across eight subjects.

The eight subjects fit into three groups:

- English and maths. These are double-weighted, which means they count twice. When English Lit and Lang are both taken the highest of the 2 will double weight. The other will join the open group.
- English Baccalaureate (Ebacc). These are the highest scores from the sciences, computer science, geography, history and languages.
- Open group. Any remaining GCSEs and other approved academic, arts or vocational qualifications.

A student's Attainment 8 score is calculated by adding up their points for their top eight subjects and dividing by 10 to get their Attainment 8 score. Students don't have to take eight subjects, but they score zero for any unfilled slots.

University Acceptances

This comes from UCAS data that is released after all students have been placed.

It looks at the different social groups to see differences in acceptance of places at university. NOT the offers or applications.

Issues with using these measures of educational achievement.

- Open to manipulation by Schools and the Government.
- Attainment 8 unfairly disadvantages those with SENd who might take less GCSE's.
- Middle and upper class students are more likely to go to private schools who do not take GCSE's but IGCSE's or International Baccalaureate which are not included in the official statistics.

Differential Educational Achievement: Class (Internal Factors)

Middle Class means occupations that are mostly white collar and professional jobs. Highly Educated

Working Class means mostly blue collar and manual jobs. Low educational achievement.

Internal Factors refers to factors inside of the school which influence educational achievement.

Educational Triage means putting students into 3 streams. M/C in the top streams, C/D Boarder line, W/C in lower streams.

A-C Economy means schools are judged based on the number of students who Achieve A – C grades at GCSE.

Factor	Outline		Impact on Achievement	Evaluation
Labelling	Labelling theory suggest that teachers often attach a label to a pupil that has little to do with their actual ability or aptitude. Instead they form an opinion of the student based on how close the students fit the ideal pupil. Becker suggests that teacher/ pupil interactions are based upon these labels and can lead to a self fulfilling prophecy where the students take on the label and act accordingly.		Self fulfilling prophecy Rejection of the label - Margaret Fuller's (1984) research on black girls in a London comprehensive school found that the black girls she researched were labelled as low-achievers, but their response to this negative labelling was to knuckle down and study hard to prove their teachers and the school wrong.	Deterministic Focuses on the negative effects Labelling theory attributes too much importance to 'teacher agency' (the autonomous power of teachers to influence and affect pupils) – structural sociologists might point out that schools themselves encourage teachers to label students Teacher training.
Self Fulfilling Prophecy	When students take on the label that is attributed to them by the teacher or school. This can either be a positive or negative label.		A negative label usually placed on W/C students can lead to students forming an anti-school subculture and underachieve at school. A positive label usually applied to M/C students due to ideal pupil characteristics can lead to a pro-school subculture and help students to achieve at school.	Deterministic Rejection of the label - Margaret Fuller's (1984) research on black girls in a London comprehensive school found that the black girls she researched were labelled as low-achievers, but their response to this negative labelling was to knuckle down and study hard to prove their teachers and the school wrong.
Setting / streaming	Setting is the placement of students into ability classes within individual subjects. Streaming is the placement of students into ability groups going across all subjects.		W/C students are usually placed in the lower streams/sets which can lead to lower self esteem and therefore under achieve. Being placed in lower streams can also limit student achievement by not allowing them access to opportunities to achieve.	Setting and streaming allow for higher ability students to be stretched and the lower ability students to be supported which can lead to higher achievement.
Pupil sub cultures	Anti –school subcultures	Pro – School Subcultures	W/C are more likely to be part of an anti-school subculture where by status is not achieved through educational achievement but through disruptive behaviour and therefore unlikely to achieve at school.	Not all students become part of a pro or anti school subculture.
	Lower streams Rejection of school values Truanting Disruption Not doing homework	Committed to school values Gain approval / status through academic success		
Pupil's class Identity.	Habitus – learned or taken for granted ways of thinking, being or acting that are shared by a particular social class (Bourdieu) It includes their tastes, outlook on life, expectations and what is normal or realistic for people 'like us'		M/C have power to set the habitus of the school giving M/C students an advantage. W/C habitus is devalued by schools and W/C students felt that they had to change who they are in order to be academically successful. W/C habitus sees HE as undesirable and unrealistic.	Postmodernists argue that class doesn't have as much of an impact on students identity anymore due to the pick and mix culture.

Differential Educational Achievement: Class (External Factors)

Cultural Deprivation means having inferior norms and values, skills and knowledge that make it difficult to access education.

Material Deprivation means not having the resources or spaces available to do well in school – linked to poverty.

External Factors means elements from outside of the school environment which will effect educational achievement.

Cultural Deprivation

Language	The way parents communicate with their children essential part of cognitive development and it is suggested by **Hubbs-Tait** that parents who challenge their children to evaluate their thinking are more likely to have higher cognitive ability. Feinstein suggested that this is more likely to happen in families where the parents are educated and therefore middle class. **Bernstein** identified that the working class and the middle class have different language codes, the working class use a restricted code which involves simple grammar, limited vocab and gestures. Where as the Middle class use an elaborate code which involves complex grammar, fuller sentences and more abstract ideas. This puts MC students at an advantage at school as teachers, textbooks and the education system tend to use the elaborate code
Parents education	**Douglas** argues that parental attitudes to education and their own levels of education often have a big impact on educational achievement. He argued that working class parents place less value on education and therefore are less likely to push their children academically and visit school less often and as a result the children have lower levels of motivation and achievement. Feinstein also states that parents levels of education impact achievement as middle class parents socialise their children differently, in particularly terms of parenting style where middle class parents are more consistent in terms of discipline and educational behaviours.
Working class Subculture	**Sugarman** argues that the working class have a different culture to the middle class which is a barrier to educational achievement. He identified 4 elements of this subculture: 1. Fatalism 2. Collectivism 3. Immediate Gratification 4. Present time Orientation. Which leads to under achievement in education. Sugarman also links this to the security of middle class jobs which have room for progression and encourages ambition and long term planning which is then socialised into children who apply it to their education.

Material Deprivation

Overview	Material deprivation refers to poverty and lack of material necessities which aid educational achievement. Poverty and lack of material necessities is closely linked with social class as it is more likely that the working class are going to have a low household income and inadequate housing which can lead to low educational achievement.
Cost of Education	Although education in the UK is provided free at the point of services there are many hidden costs to education that can leave working class pupils at a disadvantage. **Tanner** points to the costs of transport, books, computers, uniforms, equipment and field trips can place a heavy burden on working class families. **Flaherty** also suggests that there is a stigma attached to those on FSM which prevents to some from taking up the entitlements. **Smith and Nobel** also suggest that working class pupils are at a disadvantage as they cannot afford private tuition or schools. **Ridge** highlights that working class pupils might need to take on paid work whilst still at school in order to help the household which takes time away from study.
Housing and Health	Housing and health can have both a direct and indirect affect on educational achievement. For example overcrowding can have a direct effect in terms of lack of space for study, disturbed sleep and lack of developmental play. It can also have an indirect effect in terms of child's health and welfare as cold and amp housing cause ill health. **Howard** notes that children poorer families have poorer diets and nutrition which leads to lack of energy and higher absence rates. **Wilkinson** also points out that there is I higher rate of hyperactivity and ADHD amongst 10 year old who are from lower income backgrounds which can lead to issues with education.

Bourdieu and Capital

Types of Capital	Bourdieu states that there are three interlinked types of capital which combine both material and cultural factors to explain why MC students do better than their WC counterparts. His three types of Capital are: • Cultural Capital – referring to the knowledge, attitudes, values, language and abilities of the middle class. • Economic Capital – referring to money and household income. • Educational Capital
Conversion	Bourdieu argued that these three types of capital could be converted from one to anther and were inexorably interlinked. For example middle Class have the economic Capital (money) to be able to provide cultural experiences such as holidays abroad and trips to museums which then leads to academic achievement and Educational Capital. Additionally Economic Capital can be used for private schooling and tutors to increase academic attainment.
Alice Sullivan (2001)	Completed a study to assess students cultural capital. She used questionnaires and got 465 pupils across 4 schools to complete them. She found that those students who showed greater cultural capital were children of graduates and more likely to succeed at GCSE, however cultural capital was only part of the reason for differences in educational achievement by social class, access to resources and greater aspirations also have a big impact.

Differential Educational Achievement: Ethnicity (External Factors)

Ethnicity means a social group that shares a common and distinctive culture, religion, language, or the like. This is different to race which is related to biology.

Trends in Ethnicity and Achievement

DfES (2007):

- Only 24% of White male pupils who were on free school-meals gained 5 A*-C Grades.
- White & Asian pupils on average achieve higher than Black pupils
- Amongst Asians, Indians do better than Pakistanis & Bangladeshis
- Hastings (2006): White pupils make less progress between the ages of 11-16 years-old compared to Black or Asian pupils. If current trends continue then White pupils will become the lowest performing ethnic group in the UK.
- Within every ethnic group, M/C pupils do better than W/C pupils.
- Among all groups other than Gypsy/Roma children, girls out perform boys.

Cultural Deprivation

Language

These arguments suggest that many ethnic minority groups (particularly Black, low-income groups), lack adequate stimulation & linguistic development through their socialisation.

Bowker (1968): 'The Education of Coloured Immigrants' A lack of standard English creates a huge barrier to UK education.

Bollard and Driver – language problems cease to be a problem by the age of 16.
The Swann Report (1985) found that language differences had little impact on achievement.

Family Structures & Support

Many sociologists argue that 'dysfunctional' family types are to blame for the underachievement of certain ethnic groups.

- Murray 1984: African Caribbean Lone-Parenthood to blame. Lack of male role-models means that mothers struggle to socialise children adequately.
- Scrunton 1986 - Low achievement is the result of ethnic minorities failing to embrace & conform to British culture.
- Pryce 1979 - Asian culture in the UK is much more cohesive than Black culture & as such they are able to ignore racism more effectively and as such are not effected by it as much e.g. low self-esteem leading to educational failure.
- Hall (1992) calls this a 'Culture of Resistance' - The impact of Slavery means that much of the Black culture has lost it's language, religion, ancestry etc. The Black culture are therefore much less likely to integrate & assimilate with White M/C UK.
- Driver & Ballard (1981): Argue that Asian families have a much more 'Pro-School' attitude than Black families. Also because Asian families are rarely lone parents families they offer a bigger support network for children.
- Lupton (2004) suggests that the 'Adult Authoritarian' Asian family matches that of the school.

Keddie (1971) says that to blame culture is to blame the victims of educational failure.

Attitudes and Values

These arguments suggest that different ethnic groups are socialised into (or 'inherit') different attitudes & values.

Arnot (2004) suggests that the Media have created a negative anti-school role model for Black pupils in particular which he describes as 'the Ultra-Tough Ghetto Superstar ' reinforced through rap lyrics & MTV videos.

Driver (1977) highlights how ethnicity can be an advantage in education e.g. African Caribbean Girls actually do very well in school.

Material Deprivation

Overview

According to Flaherty (2004):

- Pakistanis & Bangladeshis are 3X more likely than Whites to be in the poorest 1/5 of the population.
- Africans, Pakistanis & Bangladeshis are 3X more likely to be unemployed than Whites.
- 15% of minority groups live in overcrowded homes (2% for Whites).
- Pakistanis are 2X as likely to be in semi/ un-skilled jobs compared to Whites.

According to the Swann Report (1985), Social Class differences account for a high proportion of differences in achievement between ethnic groups.

This argument is paradoxical. We cannot tell if these groups underachieve within education because they are working class, or if they end up being working class because other factors lead them to fail within education.

Racism in wider Society

Overview

Mason (1995) argues that 'Discrimination is a continuing & persistent feature of the experience of Britain's citizens of minority ethnic origin'.

Rex (1986) - Racism leads to social exclusion and accordingly poverty. This is shown in housing, employment & education. Racism also leads to discrimination both inside & outside the classroom.

Noon (1993) - Sent identical letters to 100 top UK companies but alternated between the names 'Evans' & 'Patel'..... the replies to the 'White' candidate were more helpful and informative.

Tronya and Carrington (1990) – argue that the descriptions of some cultures are little more than racist stereotypes.

Cultural research can be used against certain groups – Sivanandan argues that afro-caribbean culture is used by some right wing groups to justify the view that they are a problem for society.

Differential Educational Achievement: Ethnicity (Internal Factors)

Labelling

Overview	Interactionist/ Labelling theory look how teachers label pupils from different ethnic groups differently. Particular focus is on how Black & Asian pupils are labelled negatively
Racialised Expectations'.	**Gilbourn & Youdell:** Teachers were quick to discipline Black pupils than others for similar behaviour. As such teachers misinterpret behaviour & see Black pupils as anti-authority. This creates conflict between teachers & pupils which reinforce stereotypes & leads to further problems.
Discipline	**Osler**: Black students are more likely to be both officially and unofficially excluded. They are also more likely to be in a PRU excluding them from mainstream education. Bourne: schools see black boys as a threat which leads to negative labelling and eventual exclusion.
Setting and Streaming	**Foster**: Teachers stereotypes of black students could result in them being put in lower sets and there for a self fulfilling prophecy of under achievement.
Asian Pupils	**Wright** study of a multi-ethnic primary school saw that Asian students also suffer labelling. She found that teachers held ethnocentric views. Which affected who they related to Asian pupils including leaving them out of discussions or using childish language when speaking to them leading to marginalisation.

Pupil Identities

Overview

Archer: Teachers often define pupils by stereotypical ethnic identities which often lack the favoured ideal pupil characteristics. This leads to negative labelling.

Archer argues that the teachers dominant way of looking at things shapes and defines the pupils ethnic identity. When students challenge these stereotypes they are treated more harshly.

Types of Identity

Ideal pupil identity	Pathologized pupil identify	Demonised pupil identity .
White	Deserving poor	Black or white
Middle class	Feminised identity	Working class
Masculine identity	Asexual / repressed sexuality	Hyper sexualised
Normal sexuality	Plodding conformist	Unintelligent
Achieving in the right way through natural ability and talent.	Slogger who succeeds through hard work rather than natural ability.	Peer – led
		Culturally deprived
		Underachiever

Pupil responses and subcultures

Rejection of Labels	**Fuller** studied a group of black girls in year 11 in a London Comprehensive who were in lower streams yet were achieving highly. These girls did not conform to all the values of school (e.g. respect for teachers) but did value educational success enough to push themselves. **Mac an Ghaill** discovered similar findings in his study of Black & Asian A-Level pupils. Each of these studies show how labelling does not always follow the same negative pattern.
Failed Coping Strategies.	**Mirza** highlights how some pupils are not able to develop coping strategies when faced with teacher racism & labelling. **Mizra** identified 3 types of teacher Racism: • The Colour Blind • The Liberal Chauvinists • Overt Racists Black girls would avoid these teachers by being selective about who they asked for help, getting on with their own work in lessons without taking part, avoiding certain options to avoid the teachers. This puts them at a disadvantage by restricting their opportunities therefore causing under-achievement.
Boys Responses to racist stereotypes.	**Sewell**: **The Rebels** – The most influential group but still a minority. These rejected the values of the school & opposed the school by joining a peer group. These reinforced the negative stereotypes of 'Black Machismo' . **The conformists** - The majority of Black pupils accepted the values of the school & were eager to succeed. **The Retreatists** - A small minority who isolated & disconnected with peer group subcultures & the school. These kept a low profile. **The Innovators** - Second largest group who were pro-education but anti-school. They distanced themselves from 'Conformists' enough to keep credibility with the 'Rebels' whilst valuing education success.

Institutional Racism

Critical Racism Theory	Marketisation & Segregation	Ethnocentric Curriculum	Assessment	Access to opportunities	New 'IQ ism
Sees racism as a feature of society. **Roithmayer** – institutional racism is a locked in inequality so large and historical that it is no longer a conscious though. **Gillborn** sees racism so ingrained in education that is now inevitable.	**Gillbourn** – marketisation allows from more covert selection to take place which can lead to segregation. Commission for Racial Equality 1993 noted that covert selection procedures led to EM students more likely to be in unpopular schools.	A curriculum which reflects the culture of one ethnic group, usually the dominant culture. This is a prime example of institutional racism. **Tronya** and Bell – lack of teaching of Asian languages **Ball** – Little Englandism: NC ignores black and Asian history	Gilbourn - System is rigged to validate the dominate culture superiority. **Sanders & Horn** - Changing from a written tests to teacher assessment led to black students underachieving.	In G&T programs whites are twice as likely to be identified as G&T over EM's EM's are less likely to be entered for higher tier exams despite policies and initiatives to raise EM achievements. This is due to teacher labelling and SFP	Teachers and Policy makers make false assumptions about the nature of pupils ability or potential. Potential is seen as fixed and can be measured through old style IQ tests or psychometric tests, however Gillborn suggests that these test only test what is currently known or learnt not what could be. These tests are skewed to dominant culture.

Differential Educational Achievement: Gender (Internal Factors)

Gender Gap in Achievement	
Starting school	2013 Teacher assessments showed that girls were out performing boys in literacy, language, maths and PSED
Key Stage 1 - 3	Girls continue to do better in boys especially in English where the gap continues to widen but the gap begins to narrow in the sciences and maths.
Key Stage 4	The average gap at KS4 stands about 10 points but the gap is increasing.
Keys Stage 5	The gap at A Level is much narrower than at GCSE but girls still out perform boys even in the so called 'boys subjects' such as maths and science.
Vocational Education	Although boys are more likely to take a vocational qualification than girls, girls are still more likely to receive a distinction.

Factor	Outline	Impact on Achievement	Evaluation
Equal Opportunities	Government policies for education that have aimed to create more opportunities for girls to take part in what have traditionally been make subjects for example GIST & WISE. The national curriculum also levelled the playing field as girls and boys had to study the same subjects.	**Boaler** suggests that these policies are the key reason for the changes in girls achievement as they removed many of the barriers faced by girls and has made education more meritocratic.	**Liberal Feminists** Celebrate the progress that have been made in education and achievement for girls but believe that there is still work to be done. They see the need for continued equal opportunities policies, more positive roles models and education against sexist attitudes and stereotypes in order for true equality in education to be achieved.
Role models	In the last 20 years there has been an increase in the number of females taking up head teacher and senior teacher roles which acts as role model for girls showing them that they can achieve positions of importance and power.	By having role models to look up to in no traditional positions Girls are more likely to work harder to achieve these goals themselves which leads to them achieving more educationally.	
GCSE and Coursework	Course work was introduced in 1988. **Gorard** noted that the achievement gap was fairly constant between 1979 and 1989, however once coursework was introduced girls began to out perform boys and the gap widened.	**Mitsos** and Browne suggest that girls are more successful in coursework because they are more conscientious and better organised than boys which puts them at an advantage.	**Radical Feminists** Radical feminists recognise that girls are achieving more but they emphasis that this is in spite of the patriarchal nature of the education system rather than due to major changes in education. The use the following as evidence of patriarchy in education: • 1/3 of 16-18 yr old girls said they have experienced unwanted sexual touching in school. • Women are hugely underrepresented in the curriculum, **Wiener** calls history a Women Free Zone. • There are still many more men in positions of authority in education such as Head Teachers especially in secondary schools. • There is still the genderisation of subjects and career options which limit girls choices and options.
Teacher Attention	**Peter and Jane French** analysed classroom interactions and noted that teachers interact with girls and boys differently. Boys get more attention in the classroom but it is negative attention. Boys also tend to dominate in whole class discussion where as girls tend to be more democratic.	This negative interaction could explain why teachers respond more positively to girls which could lead to a self fulfilling prophecy allowing girls to achieve and boys to underachieve	
Challenging Stereotypes	The removal of gender stereotypes from textbooks, reading schemes and has removed a barrier to girls aspirations and achievement. In the 1970's and 1980's girls were portrayed as wives and mothers and textbooks would reinforce this image as well as putting girls off science and maths.	**Weiner** shows that since the 1980's there has been significant change with teachers and textbooks challenging the traditional stereotypes which has led to greater achievement in girls as they are presented with more positive images of what they can achieve.	
League Tables / Selection	The introduction of league table have made girls more desirable for schools as they are likely to achieve better grades. **Slee** points out that boys are more likely to have behavioural issues and four times more likely to be excluded which reflects badly on a school in the competitive nature of education today.	**Jackson** links this desire for high achieving girls to a self fulfilling prophecy. League tables have created greater opportunities for girls and they fact they are more desired by schools means that girls take on a self fulfilling prophecy and master status of higher achievement.	

Differential Educational Achievement: Gender (External Factors)

Factor	Outline	Impact on Achievement	Evaluation
Feminism	The 'Feminist Movement' has improved the rights of women as well as raising expectations & self-esteem/ motivation of women. Women are no longer strictly bound to the 'Mother/ Housewife Role'.	**Sue Sharpe** Interviewed girls about their career aspirations & concluded that, due to increased employment opportunities, females have become extremely ambitious & aim for 'high professions' such as Doctors & Solicitors. More role model who 'have it all'	Glass Ceiling and Pay Gap still exists Traditional gender roles in regards to motherhood **Diane Reay** – Class Gender and Ambition Myth of Meritocracy
Changes in the Family	Primary Socialisation: Perhaps traditional 'Female' socialisation is more suited to education than typical 'Male' socialisation – Bedroom Culture. More lone parents families headed by women and duel earning families raises girls aspirations.	Bedroom culture – quiet, reading, submissive attitudes which are favoured in schools → ideal pupil	
Changes in Women's employment	**Mitsos & Browne** (1998) highlight how the growing Service Sector/ Economy has created more 'feminised' career opportunities for women e.g. in Health Care, Hospitality, Teaching, Clerical, Childcare professions. Equal pay act etc open up more opportunities for girls in	The changes have encouraged girls to see their future as more than housewives and mothers but having greater career opportunities and financial independence. Aspirations to get these job push girls to do well in education in order to achieve these career goals.	
Changing Girl's Ambitions	Decline of traditional gender roles – Stay at home Dads, duel earning families. Individualisation – Beck and Beck **Genshiem**: Independence is highly regarded in modern society in order to gain recognition and status.	In order to achieve the desired goals of independence and self sufficiency girls now recognise the need for good education. Educational success becomes a central tenant to girls identity.	

Differential Educational Achievement: Gender (Boys)

Factor	Internal or External	Outline	Impact on Achievement
Literacy	Internal	DfCSF (2007) argue that the 'Gender gap' is the result of poor literacy amongst males. Reading is seen as a feminine activity as it is generally mothers who read with their children. Bedroom culture – Girls are socialised to talk and discuss which increases their vocab.	Lower vocabulary limits achievement through language code and the ability of students to express ideas coherently.
Crisis of Masculinity	External	Due to globalisation (1980's) there has been a decline in heavy industries, such as iron and steel, engineering etc. Mitsos and Browne- decline in male employment opportunities has led to 'identity crises'	Results in belief that they will not get a 'proper job'= low self esteem and motivation to get grades. Decline is mainly in manual working class jobs, which didn't need qualifications. Unlikely that disappearance of such jobs would impact on boys motivation to obtain qualifications
Feminisation of Education	Internal	Schools do not nurture masculine traits, such as competitiveness and leadership and instead celebrate qualities such as attentiveness in class, methodical working Sewell thinks coursework should be replaced with exams and emphasis in outdoor education within the curriculum.	Boys become 'bored' with school
Lack of Male Primary teachers	Internal	Teaching is a feminine profession, and schools lack many 'real' men role models. This is especially critical at primary schools where women dominate.	This could help explain why learning is seen as 'girlie' by many boys and not worth their time.
Laddish Sub Cultures	Internal	Boys gain symbolic capital amongst peers by joining anti-school subcultures. More disruptive – boys tend to get excluded more and seek status from exclusion. Doing well in school or asking for help leads to bullying and belief that they are weak.	Exclusion from school leads to underachievement.
Over Estimation of Ability	External	**Barber** (1996) boys see themselves as more capable than they really are. This belief runs through to their GCSE exams where they fail to do as well as thy imagined but blame everyone but themselves. This overconfidence to come from living in a patriarchal society where men assume they will always succeed over women	Over confidence leads to lack of preparation for examinations and class work. Accepting responsibility is showing weakness.

Policies to improve Boys Achievement

Raising Boys Achievement Project	RBA was a four-year project (2000-2004) which focused on issues associated with the apparent differential academic achievement of boys and girls at key stage 2 and key stage 4 in schools in England.
National Literacy Strategy	Daily "literacy hour" • Fifteen minutes sitting together working from a shared large print book. • A further 15 minutes focusing on certain words with the class. • Twenty minutes devoted to reading or writing on their own or in small groups. • The final 10 minutes should be spent in a group going over all the main points. • The strategies have only ever been recommended, not compulsory
Reading champions	Uses male role models celebrating their own reading interests.
Playing for Success	**Playing for Success** was an initiative which aimed to raise literacy, numeracy and ICT standards amongst demotivated KS2 and KS3 pupils by holding out-of-school-hours study support centres at football clubs and other sports grounds.
Dad's and Son's	Dads and Sons is primarily aimed at fathers of boys aged 11-14. Fundamentally, its aim is to increase dads' involvement in their sons' education The aims of the campaign are: • To help dads play a greater role in their sons' education • To generate media interest in the issues around fathers helping with their sons' educations
Recruitment of Male teachers	Recruitment events at universities across the country, which have been targeted particularly at male students in STEM subjects.

Subject Choice

Traditional subject Choices

Boys	Neutral	Girls
Maths Physics Technology	English Social Sciences Business	Humanities Languages

Trends in subject choice at GCSE

There is very little choice given in the national curriculum and at GCSE however trends can be seen in options with boys taking more practical and vocational based subjects such as Business and Technology where as girls opt more for the humanities and arts based subjects.

Trends in subject choice at A Level

The difference in subject choice are much more apparent at A Level with wider choice available. Boys still tend to take more technical subjects such as computing, physics and maths and girls taking subjects such as sociology, English and Languages.

Trends in subject choice: Vocational Education

Gender segregation is very noticeable within vocational education, with girls opting for careers which are more caring and traditionally female such as Child Care, Health and Beauty and Social Care. Where as boys tend to go for more technical courses such as mechanics, engineering and construction.

Explanations for trends in Subject Choice

	Outline	Evaluation
Gender	**GENDER ROLE SOCIALISTION –** Girls and Boys are raised differently and this can channel them into different subjects at school. **Norman** Links this to the different activities boys and girls take part in as children. **Murphy and Elwood** link this to the bedroom culture and that girls tend to read more fiction which lead to more expressive subjects, Boys read more hobby books which leads to more technical subjects. **Browne and Ross** state gender create gender domains based around what they see the adults around them doing.	• Move towards Gender Neutral parenting and socialisation. • **Leonard** Gendered subject image has less impact in single sex schools show that subject genderisation is a social construct. • Programs such as GIST and WISE help to draw girls into the sciences.
	GENDERED SUBJECT IMAGE – The gender subject image affects who chooses that subject at GCSE and A Level. **Kelly** argues that science is seen as a boys subject due to there being more male teachers, textbook illustrations focus on boys interests such as sport. Which ever gender dominates in the lesson can influence the gender image, e.g. girls dominate in Drama and the Arts where as boys Dominate in PE.	
	GENDER IDENTITIES & PEER GROUP PRESSURES – Students can face extreme pressure to conform to gender stereotypes in order to be accepted by their peers. **Paechter** found that sport is often seen as a male domain and girls will be seen as unfeminine if they opt for it. **Dewar** also found that when students opt of opposite domain subjects they are subjected to name calling and bullying.	
Ethnicity	**Ethnocentric Curriculum –** BAME students may be put off from studying subjects such as English and History due to the focus on white British culture. **English as a additional Language -** Students may be channelled to less academic subjects due to levels of English language.	Globalisation has created a more multicultural curriculum, with wider choices to the units that are taught.
Class	**Material Factors –** Some students may feel that they are excluded from certain subjects due to the cost of completing the course, for example Music and Art. **Cultural Factors** – Working class students may feel that certain subjects are not for them as they do not possess the cultural knowledge to succeed. For example in Drama or English. **Labelling –** Working class students may be pushed towards less academic and more vocational subjects.	Policies such as Pupil Premium are in place to support students from deprived backgrounds with the hidden cost of education.