
SOCIOLOGY OF EDUCATION

Independent Study Book

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Introduction to Education

WHAT YOU NEED TO KNOW:

- The different types of schools in the UK
- The strengths and limitations of different types of school.
- The purpose of education in society.

KEY TERMS FOR THIS TOPIC

- State School
- Private School
- Public School
- Academies
- Alternative Provision
- Pupil Referral Unit
- Multi Academy Trust
- Free School
- Technical School
- Secondary
- Primary
- Post 16
- Further Education
- Higher Education
- Faith Schools
- Single Sex School
- Home Schooling
- Special Education Schools
- Early Years
- Grammar
- Comprehensive
- State Boarding Schools

WEBSITES



TES – Different
Types of School



New Schools
Network



Celsion Education

VIDEO CLIPS



Britain Explained



NOTE TAKING

To ensure that your notes are complete and cover all the necessary content, you need to make sure that you are answering each of the questions below.

| The Different Type of School in the UK | Key Terms in Education | Factors affecting choice of educational establishment |
|---|---|--|
| <p>Outline the different types of school listed below:</p> <ul style="list-style-type: none"> • State School • Private School • Public School • Academies • Pupil Referral Unit • Multi Academy Trust • Free School • Technical School • Faith Schools • Single Sex School • Home Schooling • Special Education Schools • Grammar • Comprehensive • State Boarding Schools | <p>Know what each of the terms below mean as they will be coming up through out this unit:</p> <ul style="list-style-type: none"> • Alternative Provision • Hidden Curriculum • Higher Education • Further Education • English Baccalaureate • Vocational Education • Apprenticeships • Early Years and Foundation • Primary School • Secondary School • Post 16 Provision • Sixth Form | <p>How might each of the following influence a parent's choice of type of school to send their child to:</p> <ul style="list-style-type: none"> • Prior Experiences • Economic factors • Values and Beliefs • Availability • Individual needs |
| <p>What are the strengths and limitations of the different types of education in the UK.</p> | | |



PRIORITISATION

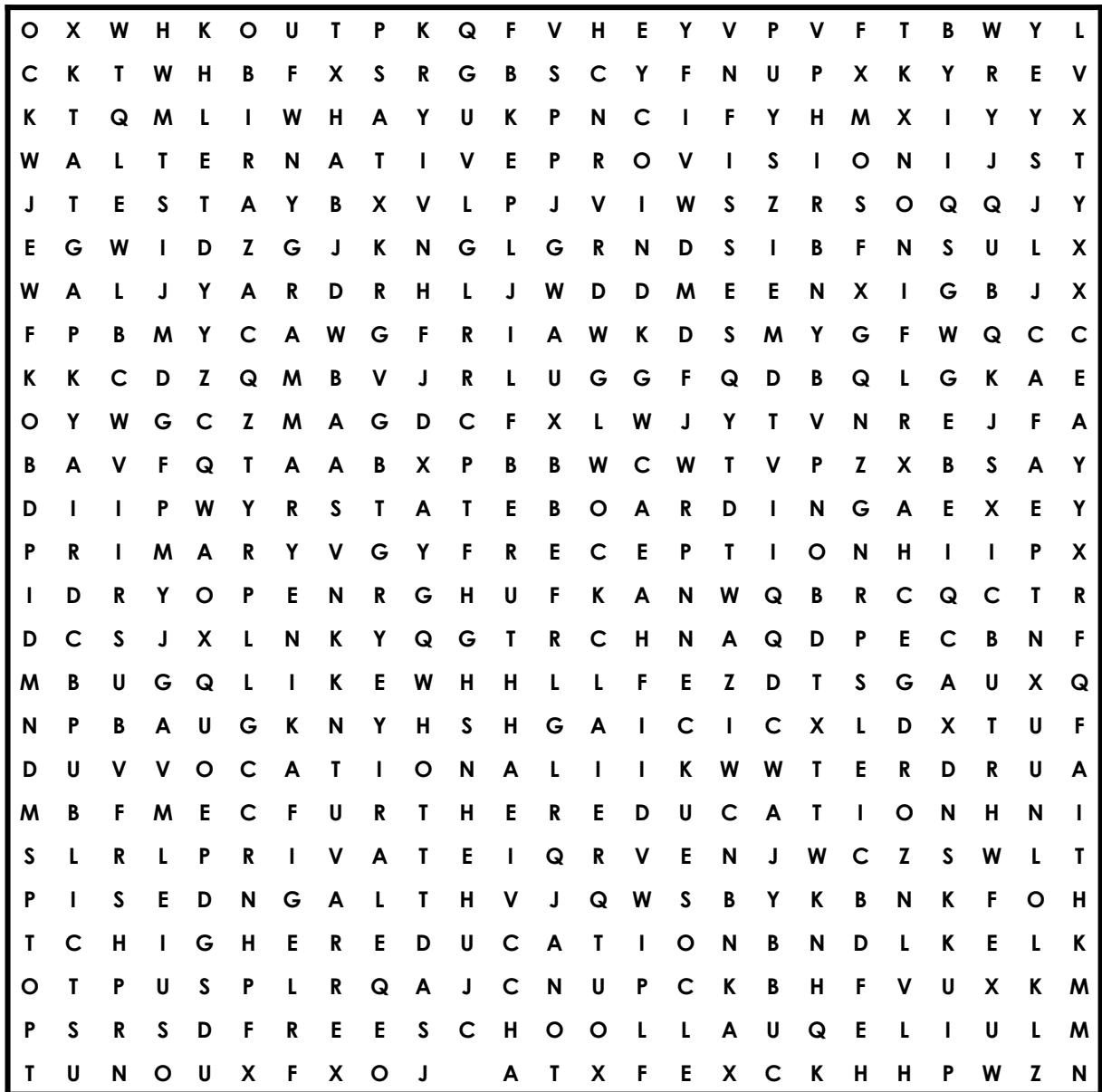
Once you have taken your notes, colour code the question according to your level of confidence.

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| Don't get it | Need some help | Fairly confident | I got this! |
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CONSOLIDATION TASK

The answers to the questions below can be found in the letter grid. You need to find them.



- Another name for the 16 - 19 education level.
- The combined name for schools outside of mainstream education. (2)
- Schools which have a religious ethos.
- schools which only have boys or girls (2)
- Schools that require fees and an entrance exam
- The type of skills-based education that is focused on a specific job or career.
- The type of school attended by 5 to 11 year olds
- The name of the year in school that is attended by 4 and 5 year olds.
- A school that is funded by the government but set up by people outside of the education system.(2)
- The type of school attended by 11 to 16 year olds.
- Acronym for the school students go to when excluded from mainstream education.
- Schools that require payment of fees.
- Another name for education at university level. (2)
- Schools which require the passing of the 11+ exam
- There are 34 of these types of school in the UK.

Essay Practice

Item

There are many different formats for education in the UK, which provides parents and students with greater choice in their educational provision. However this is not a completely open choice as there are factors which will limit a parents choice on the type of school they send their child to. Additionally a parents own experiences of education will also play a role.

Applying material from the item, evaluate the factors which will influence a parents choice in the type of school they send their children to. [30]

| Command Words | Topic | Focus | Evaluation Stem |
|---------------|-------|-------|-----------------|
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Context

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|------------|--|
| Background | |
| Definition | |
| Trend | |

The diagram consists of four rounded rectangular boxes arranged in a horizontal line. Curved arrows point from the first, second, and third boxes to a vertical stack of three boxes on the right. Each of these three boxes is divided into two sections: the top section is labeled 'I chose to remove:' and the bottom section is labeled 'Because'.

Turn the Question Singular:

Your Answer:

Functionalist Theory of Education

WHAT YOU NEED TO KNOW:

- ❑ The four functions of the education according to the functionalists.
- ❑ The function of education according to the New Right.
- ❑ Strengths and Limitations of the functionalist and New Right views of Education.

KEY TERMS FOR THIS TOPIC

- Socialisation
- Role Allocation
- Universalistic Values
- Particularistic Values
- Solidarity
- Social Cohesion
- Meritocracy
- Norms
- Values
- Ascribed Status
- Achieved Status
- Sifts and Sorts
- Social Stratification
- Specialist Skills
- Parentocracy

KEY THINKERS

- Durkheim
- Parsons
- Davis and Moore
- Schultz
- Hargreaves
- Chubb & Moe

RESOURCES

- Webb, Westergaard, Trobe and Townend: 67 – 70
- Browne: 27 - 29
- Collins: 4 - 6
- Hodder: 50 - 51

WEBSITES



Revise Sociology



History Learning Site

VIDEO CLIPS



Esher Sociology



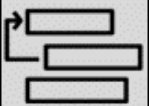
Alexandra Sugden



NOTE TAKING

To ensure that your notes are complete and cover all the necessary content, you need to make sure that you are answering each of the questions below.

| Functionalist View of Education | New Right View of Education | Evaluation of the functionalist and New right Views of Education. |
|---|--|---|
| What is the general view of the role of education held by the functionalists? | How does the New Right view of education differ to that of the functionalists? | How does the interactionist Wong, criticize the functionalist view of education? |
| What does Durkheim view as the main function of education? | | How do the conflict perspectives criticize the functionalist view of education? |
| What does Parson view as the main function of education? | What do the New right mean when they talk about competition in school? | What is the myth of meritocracy? |
| What does Schultz view as the main function of education? | | What are the criticisms of the New Right ideas of competition in and between schools? |
| What does Davis and Moore view as the main function of education? | What do the New Right mean when they talk about competition between schools | |



PRIORITISATION

Once you have taken your notes, colour code the question according to your level of confidence.



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|--------------|----------------|------------------|-------------|
| Don't get it | Need some help | Fairly confident | I got this! |
|--------------|----------------|------------------|-------------|





CONSOLIDATION TASK

Write a tweet from each of the key thinkers about the role of education. Remember a tweet can only be 280 characters (including spaces) and should include 1 hashtag.



twitter **What's happening?** @Durkheim ✕

  140

twitter **What's happening?** @Parsons ✕

  140

twitter **What's happening?** @Davis&Moore ✕

  140

4 or 6 Mark Questions

Outline THREE ways in which schooling might contribute to social stability.

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Outline THREE criticisms of the functionalist view of education.

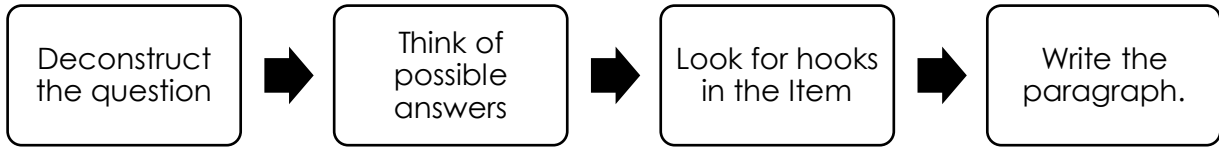
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Outline THREE functions of education according to the functionalists

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10 Mark with Item Planner

The Planning Process



Item

The New Right were extremely influential in the development of the 1988 Education Reform act and the introduction of marketisation into the education system. They believe that there is too much government interference over the education system and that by giving schools more independence it would improve standards. They also believe that the best way to improve standards is to create competition between schools for pupils and funding.

Applying material from the item, analyse two criticisms of the New Right view of Education. [10]

| Command Words | Topic | Focus |
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Essay Practice

ITEM:

Functionalists see education as an important agency of socialization playing a key role in preparing young people for adulthood and working life, an improving life chances to 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 that the most talented and qualified individuals are allocated to the most important jobs in a meritocratic society.

Applying material from the item and your own knowledge, evaluate functionalist approaches to the role of education in society. [30]

| Command Words | Topic | Focus | Evaluation Stem |
|---------------|-------|-------|-----------------|
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Turn the question binary [yes/no question]

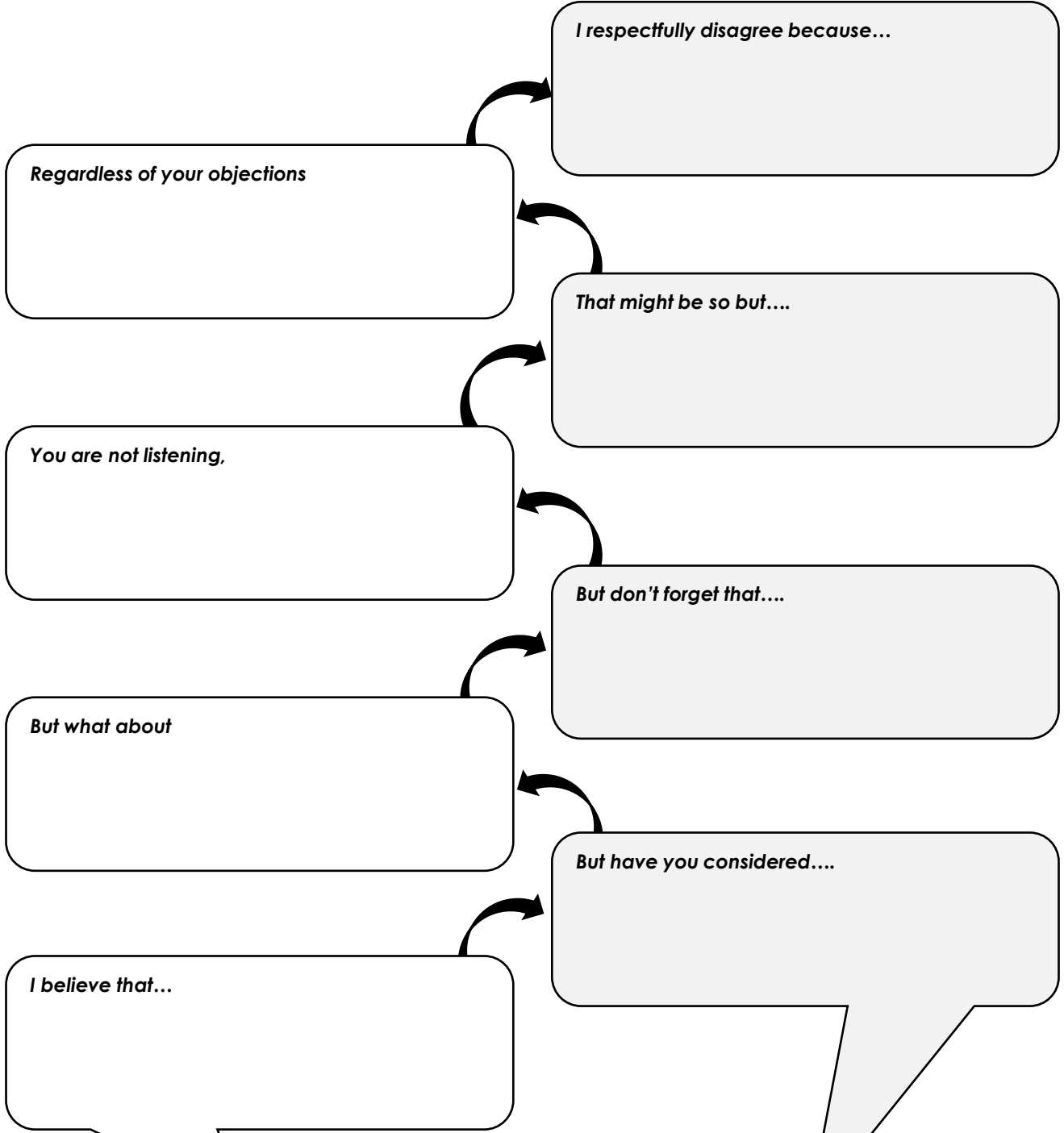
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Context

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| Background | |
| Definition | |
| Trend | |

Content

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| Sentence Starter | 1 | | |
| | 2 | | |
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Marxist Theory of Education

WHAT YOU NEED TO KNOW:

- How the education system maintains and legitimizes social inequality.
- How the education system helps to maintain capitalism.
- The outline of Paul Willis – Labour to Learn study.

KEY TERMS FOR THIS TOPIC

- Correspondence Principal
- Hierarchy
- Ideological State Apparatus
- Hidden Curriculum
- Fragmentation
- Learning to Labour
- Habitus
- Cultural Capital
- Socialisation
- Myth of Meritocracy

RESOURCES

- Webb, Westergaard, Trobe and Townend: P70 - 74
- Browne: 29 - 35
- Collins: 6 - 11
- Hodder: 51 - 53

WEBSITES



Hectic Teacher's
A Level Site



Revise Sociology



The Sociology
Teacher

KEY THINKERS

- Althusser
- Cohen
- Bowles & Gintis
- Willis
- Morrow & Torres
- McRobbie

VIDEO CLIPS



Esher Sociology



Alexandra
Sugden



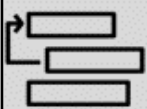
Tutor2U: Willis



NOTE TAKING

To ensure that your notes are complete and cover all the necessary content, you need to make sure that you are answering each of the questions below.

| Reproducing and Legitimation of social inequality | Supporting Capitalism | Evaluation |
|---|--|---|
| Outline the ways in which the education system reproduces social inequality. | What is the correspondence principal? | How does neo-Marxist Giroux criticize the Marxist view of education? |
| How does the hidden curriculum assist middle class and deter working class achievement? | Identify the ways that the education mirrors the word of work. | What is the criticism put forward by Halsey, Floud and Martin of this view? |
| What is the role of different school types in reproducing social inequality? | How does the correspondence principal maintain and support capitalism? | What is the New Right criticism of this view as put forward by Chubb and Moe ? |
| How does the hidden curriculum legitimize social inequality? | How is meritocracy in education a myth? | How do Postmodernists Morrow and Torres disagree this view of education? |
| How does the hidden curriculum legitimize social inequality? | How does the myth of meritocracy maintain and support capitalism? | |



PRIORITISATION

Once you have taken your notes, colour code the question according to your level of confidence.

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|--------------|----------------|------------------|-------------|
| Don't get it | Need some help | Fairly confident | I got this! |
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CONSOLIDATION TASK

Make links between 3 or more of the concepts on the grid and explain how they link. Write a Number or letter in the corner to show the link. Each concept can be used up to 4 times.

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|-----------------------------|-------------------|--------------------------|-----------------------|-------------------|-------------------|
| Correspondence Principal | Role Allocation | Althusser | Universalistic Values | Social Inequality | Meritocracy |
| Ideological State Apparatus | Shultz | Hidden curriculum | Reproduction | Chubb and Moe | Parentocracy |
| Repressive State Apparatus | Bowles and Gintis | New Right | Human Capital | Socialisation | Private Education |
| Hierarchy | Parsons | Anti School Sub cultures | Morrow and Torres | Economic Capital | Bridge Effect |
| Halsey Floud and Martin | Cultural Capital | Ruling class ideology | Determinism | Achieved Status | Durkheim |

4 or 6 Mark Questions

Outline THREE ways in which the education system mirrors the world of work.

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Outline THREE criticisms of the Marxist view of education.

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Outline THREE ways schools reproduce and legitimises social inequality.

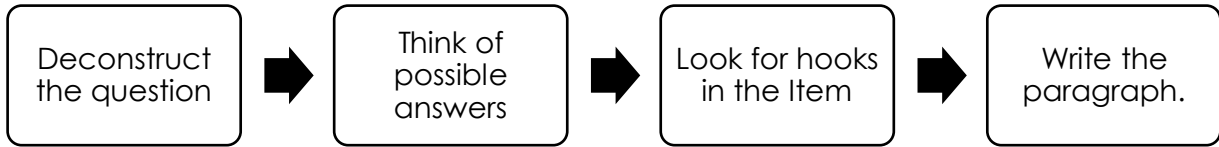
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10 Mark with Item Planner

The Planning Process



Item

Some sociologists argue that a major role of the education system is that it should provide equal opportunities for all pupils to succeed so that they can be allocated to the most appropriate role in the economy. However, statistics on achievement suggest that school systemically fail the majority of working class pupils. Sociologist critical of this view have put forward a number of reasons why working class students end up in working class jobs.

Applying material from the item, analyse two ways in which the education system legitimate or reproduces social inequalities. [10]

| Command Words | Topic | Focus |
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Essay Practice

ITEM:

Both the functionalist and the Marxists consider the education system a corner stone of society with a key role on the socialisation of the next generation. Functionalists consider this necessary for social cohesion and solidarity, whereas the Marxists see it as reproducing and legitimising social inequality. The New Right agree with the functionalists but believe that the education system is failing in its role to prepare young people for the world of work.

Applying material from the item and your knowledge, evaluate sociological explanations for the role and function of education.

| Command Words | Topic | Focus | Evaluation Stem |
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| Context | |
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| Background | |
| Definition | |
| Trend | |

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| Turn the Question Singular: |
| Your Answer: |

Education Policies

WHAT YOU NEED TO KNOW:

- The main aims of educational policy.
- The policies which have aimed to create equality within educational provision.
- The policies which have aimed to marketize education to improve standards
- Evaluation of government policies impact on education.

KEY TERMS FOR THIS TOPIC

- Tripartite System
- 11+
- Comprehensive School
- Grammar Schools
- Secondary Modern
- Covert Selection
- Admissions Policies
- Cream Skimming & Silt sifting
- Parentocracy
- Equal opportunities
- Compensatory Education
- Education Priority Areas
- Privatisation
- Marketisation
- Academies
- Education Action zones
- OfSTED
- New Vocationalism
- Catchment Area
- Formula Funding
- Free Schools

KEY POLICIES

- 1880 Education Act
- 1918 Compulsory Education Act
- 1944 Butler Act
- 1965 Comprehensive Education Act
- 1988 Education Reform Act
- 2010 Academies Act

RESOURCES

- Webb, Westergaard, Trobe and Townend: P78-84
- Browne: 87 - 112
- Collins: 78 - 85
- Hodder: 68 - 84

WEBSITES



Revise Sociology



The Sociology Teacher

VIDEO CLIPS



Esher Sociology



The Sociology
Guy



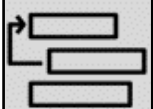
Tutor2U



NOTE TAKING

To ensure that your notes are complete and cover all the necessary content, you need to make sure that you are answering each of the questions below.

| Marketisation and Economic Efficiency Policies | Equality of Education | Raising Standards |
|--|--|--|
| What is marketisation? | What are the four types of equality in education according to Gillborn and Youdell? | Why are governments interested in raising standards in the UK Education system? |
| What are the three components of marketisation? | | |
| What is the difference between privatisation IN education and privatisation OF education? | How did Comprehensivisation aim to create equality in education? Did it succeed? | What policies did each of the following governments implement under the raising standards aim: <ul style="list-style-type: none"> • Conservatives 1979 – 1997 • New Labour 1997 – 2010 • Coalition 2010 – 2015 • Conservatives 2015 – present. |
| What policies did each of the following governments implement under the marketisation aim: <ul style="list-style-type: none"> • Conservatives 1979 – 1997 • New Labour 1997 – 2010 • Coalition 2010 – 2015 • Conservatives 2015 – present. | What policies did each of the following governments implement under the marketisation aim: <ul style="list-style-type: none"> • Conservatives 1979 – 1997 • New Labour 1997 – 2010 • Coalition 2010 – 2015 • Conservatives 2015 – present. | |
| How effective have these policies been in achieving marketisation in education? | How effective have these policies been in achieving equality in education? | How effective have these policies been in raising standards in education? |



PRIORITISATION

Once you have taken your notes, colour code the question according to your level of confidence.

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| Don't get it | Need some help | Fairly confident | I got this! |
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CONSOLIDATION TASK

For each of the aims of the Education Policy in the UK decide how effective you think education policies have been in achieving these aims. Use specific policies when explaining your decision.



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| Economic Efficiency | |
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| Marketisation | |
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| Educational Equality | |
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| Raising Standards | |
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4 or 6 Mark Questions

Outline THREE ways in which there has been privatisation in education.

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Outline THREE government policies which aim to increase marketisation in education.

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Outline THREE different ways schools select their pupils.

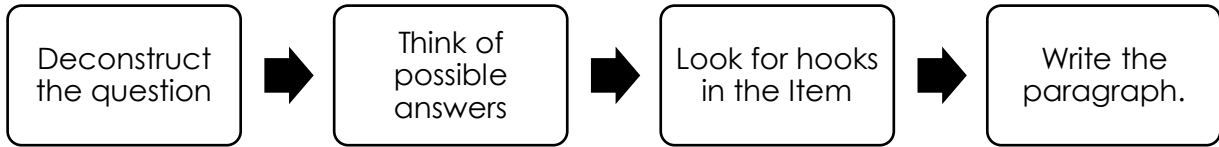
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10 Mark with Item Planner

The Planning Process



Item

Marketization 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 of their own affairs and compete with one another to attract people's. These policies aims 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 the Item, analyse two impacts of marketisation policies on education. [10]

| Command Words | Topic | Focus |
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Essay Practice

ITEM:

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 marketisation of education, aimed at raising standards by increasing parental choice and competition between schools. After 2010, there was a substantial move towards the privatization of education through policies such as the growth of academy chains run by private businesses. Some sociologists claims that the main impact of marketisation and privatization polices has not been to raise standards that to increase educational inequality.

Applying material from the item and your own knowledge, evaluate the claim that marketisation and privatisation policies have increased educational inequality [30]

| Command Words | Topic | Focus | Evaluation Stem |
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Turn the question binary [yes/no question]

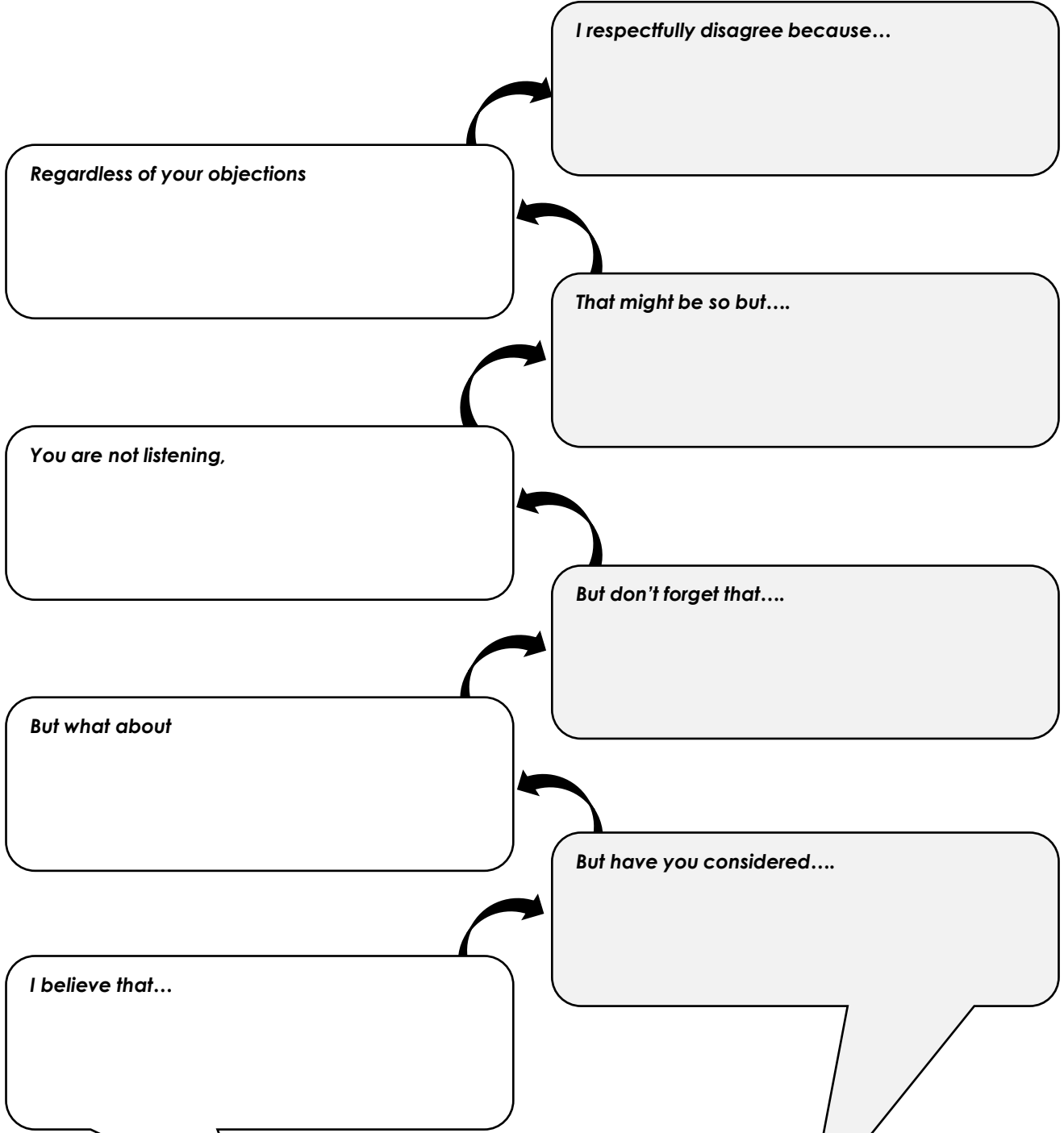
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Context

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Content

| Sentence Starter | FOR | AGAINST |
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Globalisation and Education

WHAT YOU NEED TO KNOW:

- ❑ The ways the UK compete in a globalised education system.
- ❑ The impact that globalisation has on education policy in the UK

KEY TERMS FOR THIS TOPIC

- Globalisation
- PISA test
- Economic Globalisation
- Multiculturalism
- Marketisation
- PREVENT
- Anti Radicalisation
- Global Job Market
- English as an additional Language (EAL)
- Migration

RESOURCES

- Browne: 94 – 96
- Collins: 82 – 84
- Hodder: 86 - 88

WEBSITES



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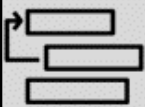
Tutor2U



NOTE TAKING

To ensure that your notes are complete and cover all the necessary content, you need to make sure that you are answering each of the questions below.

| Features of Globalisation | Impact of Globalisation | Perspectives on Globalisation |
|---|---|--|
| Describe the key features of globalization: <ul style="list-style-type: none"> • Technological development • Economic Changes • Political Changes • Cultural Changes • Migration | How has globalization increased competition in the job market? | What is the hyper-globalist view of globalization and education (Ohmae)? |
| | What has been the impact of global ICT companies on the education system? | What is the Marxist view of globalization and education (Spring)? |
| | What has been the impact of multiculturalism on the education system? | What is the Neo-Liberal view of globalization and education? |
| | How has globalization caused an increase in competition for students? | What is the New Fordist view of globalization and education? |
| | What has been the impact of global rankings on the education system? | |
| | How has globalization led to an increase in safeguarding issues in schools? | |



PRIORITISATION

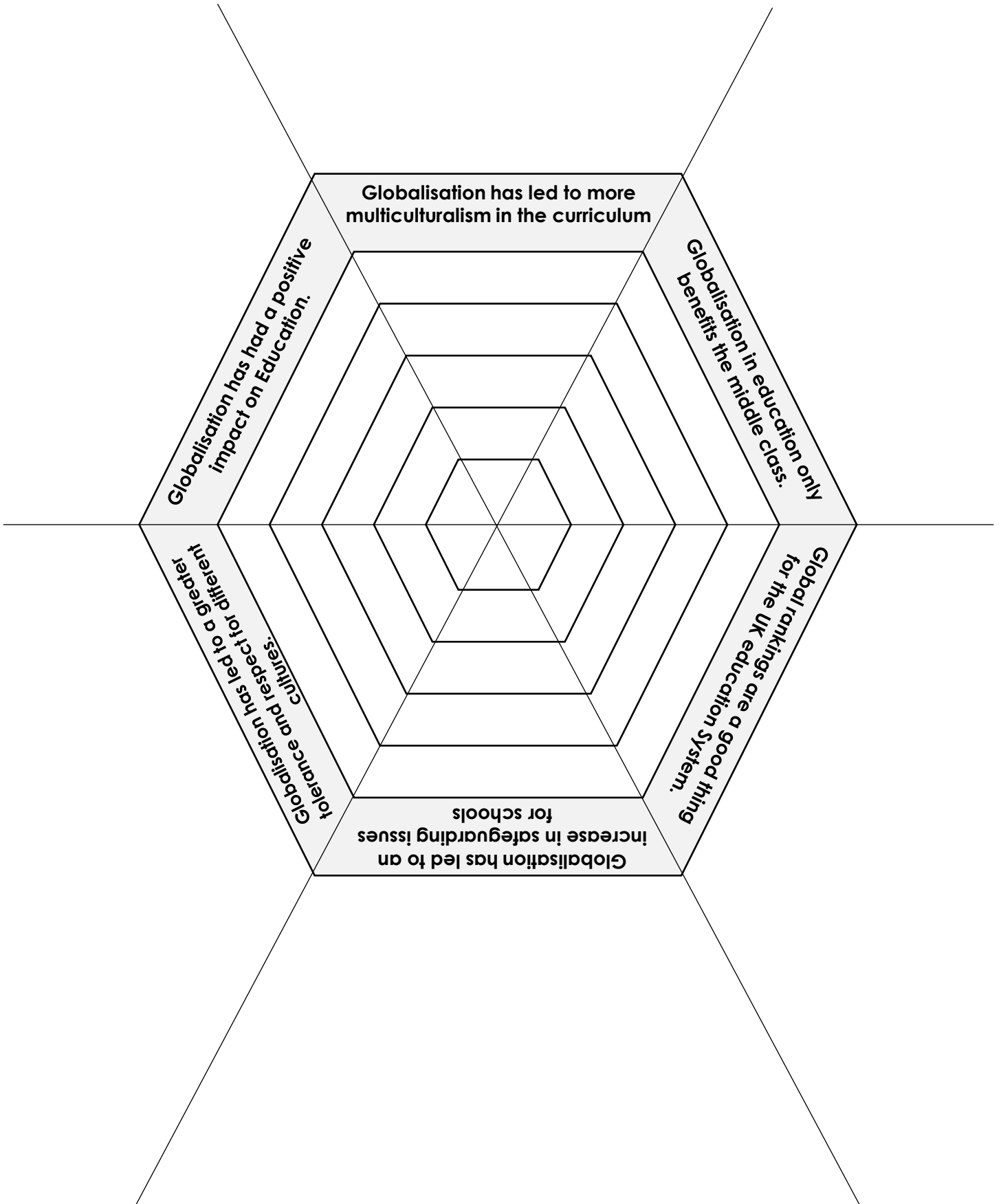
Once you have taken your notes, colour code the question according to your level of confidence.

| | | | |
|--------------|----------------|------------------|-------------|
| Don't get it | Need some help | Fairly confident | I got this! |
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CONSOLIDATION TASK

Colour in the opinion web to show how far you agree with each of statements. Start in the middle and work outwards. The more of the web you colour in the more you agree. Remember to explain your points.



4 or 6 Mark Questions

Outline THREE ways the globalisation has impacted education in the UK

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Outline THREE features of globalisation.

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Outline THREE ways that globalisation has led to great inequality in education.

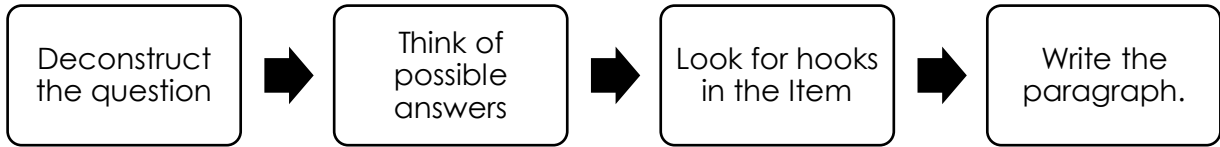
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10 Mark with Item Planner

The Planning Process



Item

The PISA tests are a global bench mark for the quality of education that a country offers its children. PISA measures 15-year-olds' ability to use their reading, mathematics and science knowledge and skills to meet real-life challenges. This bench mark is then used by government to formulate education policy. Looking at what successful systems are doing and trying to emulate that.

Applying material from the item, analyse two ways in which globalisation as affected education policies. [10]

| Command Words | Topic | Focus |
|---------------|-------|-------|
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Essay Practice

ITEM:

Globalisation has meant that education policies need to be formed in a more global context, using evidence drawn from comparisons with other countries in international test such as PISA. Such evidence has influenced various education policies, e.g. changes to the national curriculum and the introduction of the E-Bacc, to enable children to complete more effectively in the international labour market.

Applying material from the item and your own knowledge, evaluate the view that globalisation has had a positive impact on education in the UK [30]

| Command Words | Topic | Focus | Evaluation Stem |
|---------------|-------|-------|-----------------|
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Turn the question binary [yes/no question]

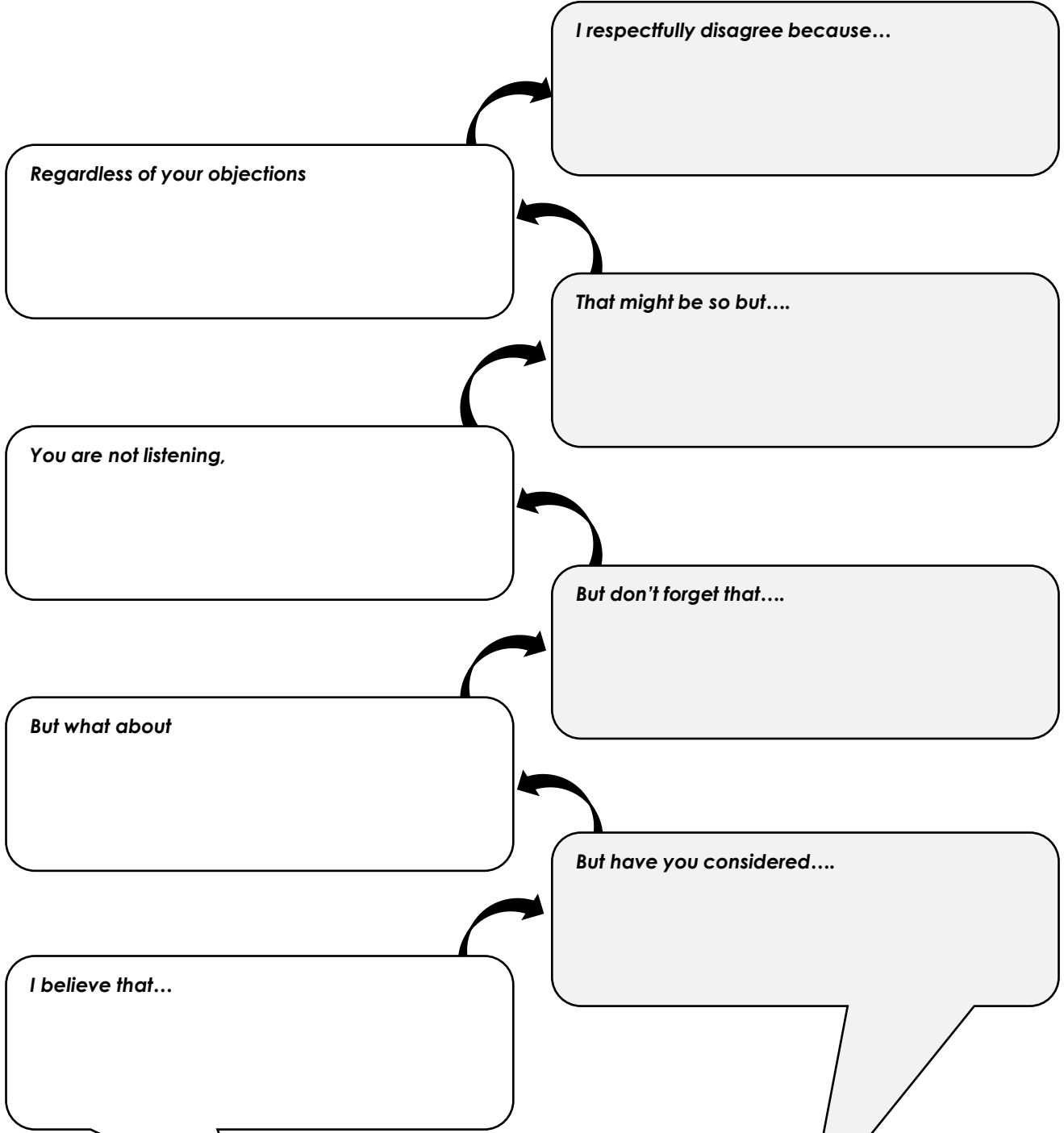
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Context

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|-------------------|--|
| Background | |
| Definition | |
| Trend | |

Content

| Sentence Starter | FOR | AGAINST |
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Methods in Context Practice

Item

Globalisation has had an impact on the education system in the UK. Some believe this has been a positive thing leading to greater multiculturalism and use of technological advancements where as others, like the Marxists see it as only benefiting the wealthy and adding more risks that schools have to be aware of and act against. By using questionnaires to investigate the impact of globalisation on education, the researcher will be able to reach a wider range of participants however there may be the assumption that the teachers will be aware of these impacts and what globalisation means.

Applying material from the item and your knowledge of research methods, evaluate the strengths and limitations of using questionnaires to investigate the impact of globalisation on education.






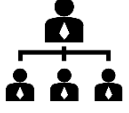






| Command Words | Research Area | Research Method | Focus |
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| Context | | |
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| Background | | Define the Research Method. |
| Definition | | |
| Trend | | |


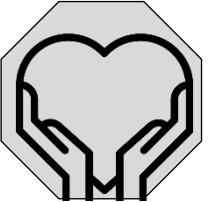
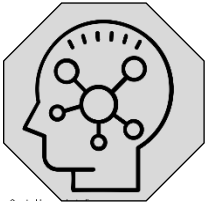
| Content | | | |
|---|-------------|-----------------|-------------|
| Research Consideration: | | Research Method | |
| An issue when studying this area of education is... | because.... | Help or Hinder? | How? / Why? |
| | | | |
| | | | |
| | | | |

| Answer | |
|---|---|
| This IS a good method for studying this area of education. | This IS NOT a good method for studying this area of education. |

Which research considerations apply to this area of education? Why?

| | | | |
|---|--------------------------|---|----------------------------|
|  | POTENTIAL PARTICIPANTS |  | CONTEXT AND SETTING |
|  | ACCESS AND GATE KEEPERS |  | TIME |
|  | PERSONAL CHARACTERISTICS |  | AUTHORITY STRUCTURES |
|  | ETHICS |  | VULNERABILITY |
|  | LANGUAGE |  | IMPRESSION MANAGEMENT |
|  | PEER GROUP PRESSURES |  | DETACHMENT AND OBJECTIVITY |

Evaluation of the Research Method

| | STRENGTHS | WEAKNESSES |
|---|-----------|------------|
|  PRACTICAL | | |
|  ETHICAL | | |
|  THEORETICAL | | |

Roles and Processes in Education

WHAT YOU NEED TO KNOW:

- ❑ The characteristics of the ideal pupil.
- ❑ The different ways that students are grouped in school.
- ❑ Apply Labelling theory to education.
- ❑ To outline studies in to labelling and grouping in schools.

KEY TERMS FOR THIS TOPIC

- Labelling
- Self Fulfilling Prophecy
- Ideal Pupil
- Halo Effect
- Sub cultures
- Anti-School Subculture
- Setting
- Streaming
- Banding
- Mixed Ability Groups
- Pygmalion in the Classroom
- Pupil identities

KEY THINKERS

- Becker
- Rosenthal & Jacobson
- Willis
- Mirza
- Gilborn & Youdell
- Rist
- Keddie
- Ball

RESOURCES

- Browne: 39 - 50
- Collins: 56 - 67

WEBSITES



Hectic Teacher's A
Level Site



Revise Sociology

VIDEO CLIPS



Alexandra
Sugden



Seneca



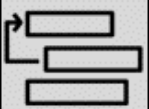
Tutor2U



NOTE TAKING

To ensure that your notes are complete and cover all the necessary content, you need to make sure that you are answering each of the questions below.

| Labelling | In School Groupings | Key Studies |
|---|---|---|
| What is Labelling theory? | What is the difference between setting, Streaming, In class groupings? | Outline and evaluate Rosenthal and Jacobson's Pygmalion in the Classroom. |
| What are the characteristics of the ideal pupil? | | |
| What are the stages of labelling according to Hargreaves? | What role do in school groupings have on labeling and the self-fulfilling prophecy? | Outline and evaluate Ray Rist's study Social Class and Teacher Expectations (1977) |
| What is the Self-Fulfilling Prophecy? | | |
| What are the criticisms of Labelling theory in education? | What are the strengths and limitations to in school groupings? | Outline and evaluate Hemple-Jorgenson's 2009 Study into the ideal pupil. |
| | | |



PRIORITISATION

Once you have taken your notes, colour code the question according to your level of confidence.

| | | | |
|--------------|----------------|------------------|-------------|
| Don't get it | Need some help | Fairly confident | I got this! |
|--------------|----------------|------------------|-------------|

Pupil Identities and Subcultures

WHAT YOU NEED TO KNOW:

- The formation of pupil subcultures.
- The types of educational subcultures
- How schools can shape pupil identities.

KEY TERMS FOR THIS TOPIC

- Pro-School Subculture
- Anti-School subculture
- Symbolic Capital
- Hyper - Heterosexuality
- Working class Dilemma
- Class
- Gender
- Ethnicity
- Uniform
- Symbolic Violence
- Nike Identities

KEY THINKERS

- Willis
- Archer
- Mac an Ghail
- Evans
- Skeggs
- Bourdieu
- Sewell

RESOURCES

- Webb, Westergaard, Trobe and Townend: P62 - 64
- Browne: 41 - 44
- Collins: 63 - 67

WEBSITES



Revise Sociology



The Sociology
teacher



The Sociology
Guy

VIDEO CLIPS



Alexandra Sugden



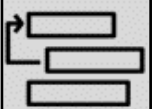
Sociology Ferret



NOTE TAKING

To ensure that your notes are complete and cover all the necessary content, you need to make sure that you are answering each of the questions below.

| Sub-Cultures | Pupil Identities |
|---|--|
| <p>How are subcultures formed according to Colin Lacey?</p> | <p>How do schools shape pupil identities:</p> <ul style="list-style-type: none"> • Peer Groups and Symbolic Capital. • Symbolic Violence • School Environments • Ethnocentric Curriculum • Subject Choice • Uniforms • Subcultures • Labelling |
| <p>What are the characteristics of different types of subculture?</p> | |
| <p>Evaluate the link between labelling</p> | <p>Evaluate the impact each factor has on shaping pupil identities looking at gender, ethnicity and social class.</p> |



PRIORITISATION

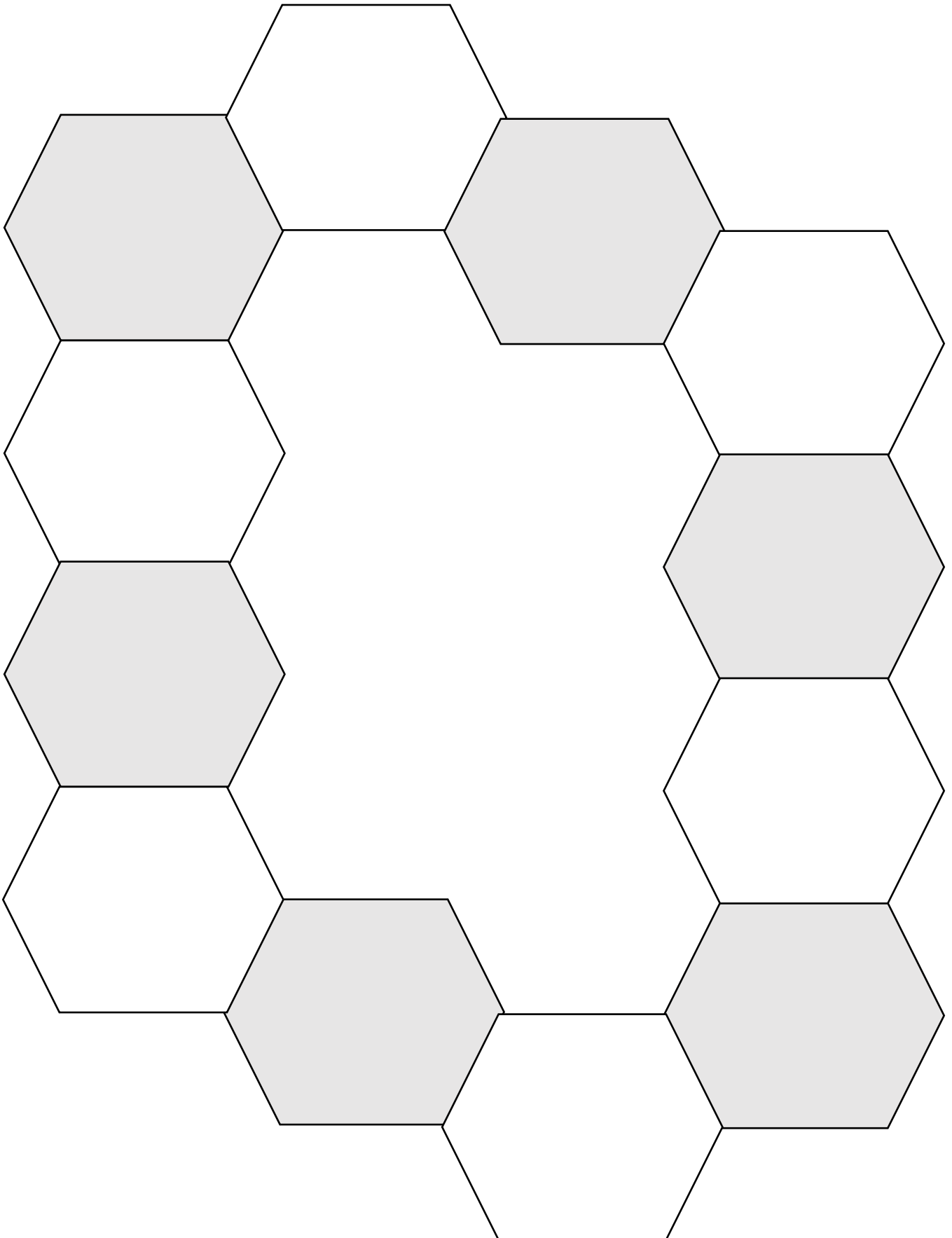
Once you have taken your notes, colour code the question according to your level of confidence.

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| Don't get it | Need some help | Fairly confident | I got this! |
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CONSOLIDATION TASK

Complete the summary hexagons for Roles and Processes, Subcultures and Pupil Identities. You choose the section labels and fill in the appropriate information.



4 or 6 Mark Questions

Outline three characteristics of an anti-school subculture

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Outline THREE ways that teacher labelling effect a school pupil.

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Outline THREE ways schools shape pupil Identities.

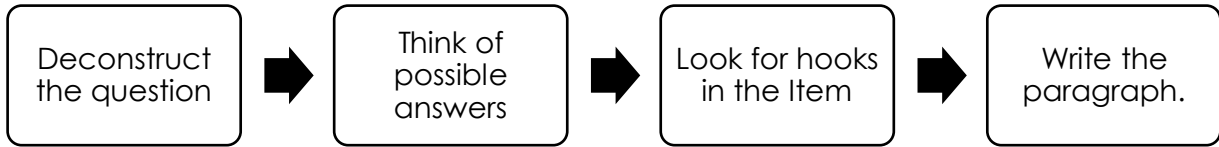
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10 Mark with Item Planner

The Planning Process

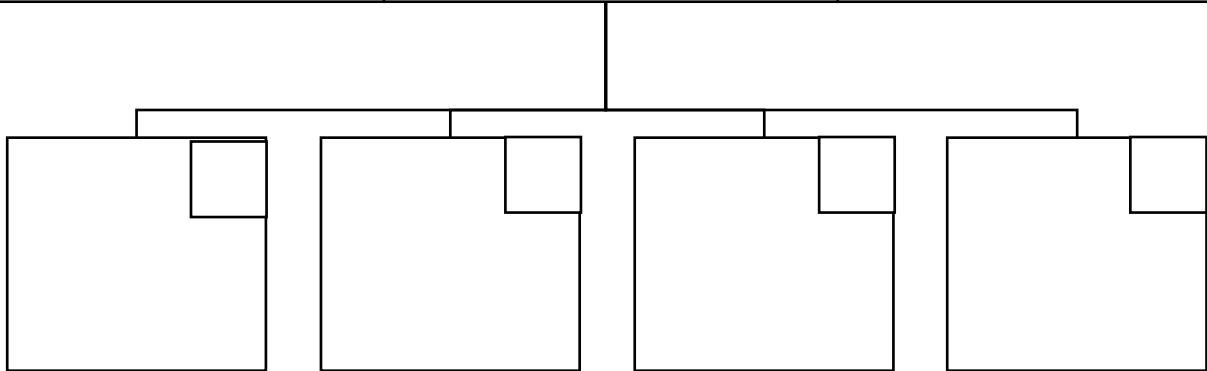


Item

Comprehensive schools were introduced to replace the selective system that had existed and the way in which a majority of students were labelled as failures by the test that was taken to decide which school you went to at 11. Setting and streaming takes place in modern comprehensive schools, which children are taught in groups of similar ability, rather than all being taught together.

Applying material from the item, analyse two criticisms of setting and streaming in school. [10]

| Command Words | Topic | Focus |
|---------------|-------|-------|
| | | |



Essay Practice

ITEM:

Teachers expectations of their pupils are often based on stereotypes about people's ethnicity, gender and social class background. They may then subsequently judge ad classify people in various ways, for example bright or slow learners, and troublemakers 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 school's influence who succeeds and who fails in education.

Applying material from the item and your own knowledge, evaluate sociological explanations for how processes within school influence the educational achievement of pupils. [30]

| Command Words | Topic | Focus | Evaluation Stem |
|---------------|-------|-------|-----------------|
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| Context | |
|------------|--|
| Background | |
| Definition | |
| Trend | |

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| | | | | | I chose to remove: Because |
| | | | | | I chose to remove: Because |
| | | | | | I chose to remove: Because |

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| Turn the Question Singular: |
| Your Answer: |

Methods in Context Practice

Item

Lacey argues that the formation of a subculture in schools is due to the combined effects of differentiation and polarisation often caused by setting and streaming. Depending on the set or stream a student is placed in to, the labelling that then occurs can lead to the formation of a pro or anti school subculture. This can then have an effect on the attainment of those students. By using a questionnaire a researcher will be able to collect data from a large sample of students who are more likely to be truthful due to the anonymous nature of questionnaires. However they students may not be aware that they are part of a subculture.

Applying material from the item and your knowledge of research methods evaluate the strengths and limitations of using questionnaires to investigate the formation of subcultures.






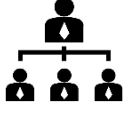






| Command Words | Research Area | Research Method | Focus |
|---------------|---------------|-----------------|-------|
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| Context | | |
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| Background | | Define the Research Method. |
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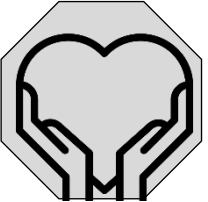
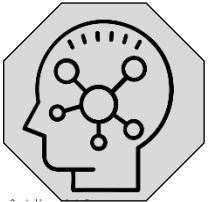
| Content | | | |
|--|--------------------|------------------------|--------------------|
| Research Consideration: | | Research Method | |
| An issue when studying this area of education is... | because.... | Help or Hinder? | How? / Why? |
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| Answer | |
|---|---|
| This IS a good method for studying this area of education. | This IS NOT a good method for studying this area of education. |

Which research considerations apply to this area of education? Why?

| | | | |
|---|--------------------------|---|----------------------------|
|  | POTENTIAL PARTICIPANTS |  | CONTEXT AND SETTING |
|  | ACCESS AND GATE KEEPERS |  | TIME |
|  | PERSONAL CHARACTERISTICS |  | AUTHORITY STRUCTURES |
|  | ETHICS |  | VULNERABILITY |
|  | LANGUAGE |  | IMPRESSION MANAGEMENT |
|  | PEER GROUP PRESSURES |  | DETACHMENT AND OBJECTIVITY |

Evaluation of the Research Method

| | STRENGTHS | WEAKNESSES |
|---|-----------|------------|
|  PRACTICAL | | |
|  ETHICAL | | |
|  THEORETICAL | | |

Measuring Educational Achievement

WHAT YOU NEED TO KNOW:

- ❑ The different ways that educational achievement can be measured.
- ❑ The strengths and weaknesses of each methods used to measure educational achievement.

KEY TERMS FOR THIS TOPIC

- Progress 8
- Attainment 8
- GCSE Raw Score
- University Acceptance
- Official Statistics
- Gender
- Ethnicity
- Social Class
- PISA rankings
- Differential
- Internal Factors
- External Factors
- Cultural Deprivation
- Material Deprivation

WEBSITES



Chris Livesey



Revise Sociology

VIDEO CLIPS



Tutor2U



NOTE TAKING

To ensure that your notes are complete and cover all the necessary content, you need to make sure that you are answering each of the questions below.

| Trends in Education | Methods used to measure Educational Achievement | Sociological study of Educational Achievement. |
|--|---|---|
| What are the trends in educational achievement according to Gender? | How is educational achievement measured using GCSE grades? What are the strengths and limitations on this method? | Why are sociologists interested in the trends in educational achievement? |
| What are the trends in educational achievement according to Class? | What is Attainment 8 and how is it used to measure educational achievement? What are the strengths and limitations on this method? | What are internal factors which affect trends in educational achievement? |
| What are the trends in educational achievement according to Ethnicity? | What is Progress 8 and how is it used to measure educational achievement? What are the strengths and limitations on this method? How is educational achievement measured using University Acceptance? What are the strengths and limitations on this method? | What are external factors which affect trends in educational achievement? |



PRIORITISATION

Once you have taken your notes, colour code the question according to your level of confidence.

| | | | |
|--------------|----------------|------------------|-------------|
| Don't get it | Need some help | Fairly confident | I got this! |
|--------------|----------------|------------------|-------------|



CONSOLIDATION TASK

Imagine that you are going to conduct a study into educational achievement. Answer the questions below, explain each choice to build your study.

| Which area of educational achievement are you going to focus on and why? | | |
|--|-----------|--------------|
| Gender | Ethnicity | Social Class |
| | | |

| Which set of data are you going to use for your data and why? | |
|---|-----------------------|
| GCSE Grade | Attainment 8 |
| Progress 8 | University Acceptance |
| | |

| What is your Aim and Hypothesis | |
|---------------------------------|------------|
| Aim | Hypothesis |
| | |

| What Issues might you face in completing this study? | | |
|--|---------|-------------|
| Practical | Ethical | Theoretical |
| | | |

4 or 6 Mark Questions

Outline THREE ways that educational achievement is measured.

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Outline THREE criticisms of Attainment 8.

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Outline THREE Internal Factors which affect educational achievement.

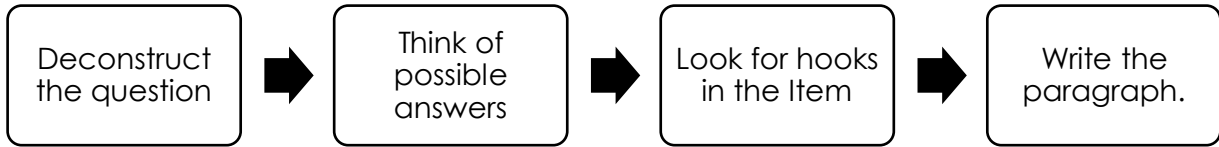
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10 Mark with Item Planner

The Planning Process

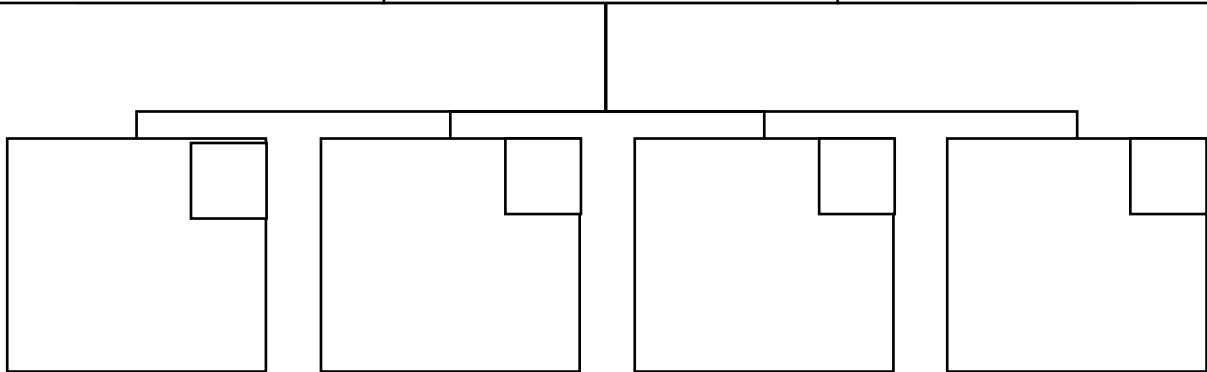


Item

There are a number of ways that educational achievement can be measured, including GCSE results or more recently Progress or Achievement 8 scores. Each of these systems is considered a reliable and valid way to measure educational achievement as they are using official statistics which are external to the school as they are based on examination results.

Applying material from the item, analyse two criticisms of the current methods of measuring educational achievement.

| Command Words | Topic | Focus |
|---------------|-------|-------|
| | | |



Essay Practice

ITEM:

There are a number of ways to measure educational achievement at different stages of the education process. The main system used by sociologists is external examination results as these are standardised across all schools and are easily quantifiable across different social groups. However, they do have their limitations as often this identifies what the gaps are but not the reasons why and changes to the examination system mean that results are not always comparable.

Applying material from the item and your own knowledge, evaluate the claim that examination results are not the best indicators for educational achievement.

| Command Words | Topic | Focus | Evaluation Stem |
|---------------|-------|-------|-----------------|
| | | | |

Turn the question binary [yes/no question]

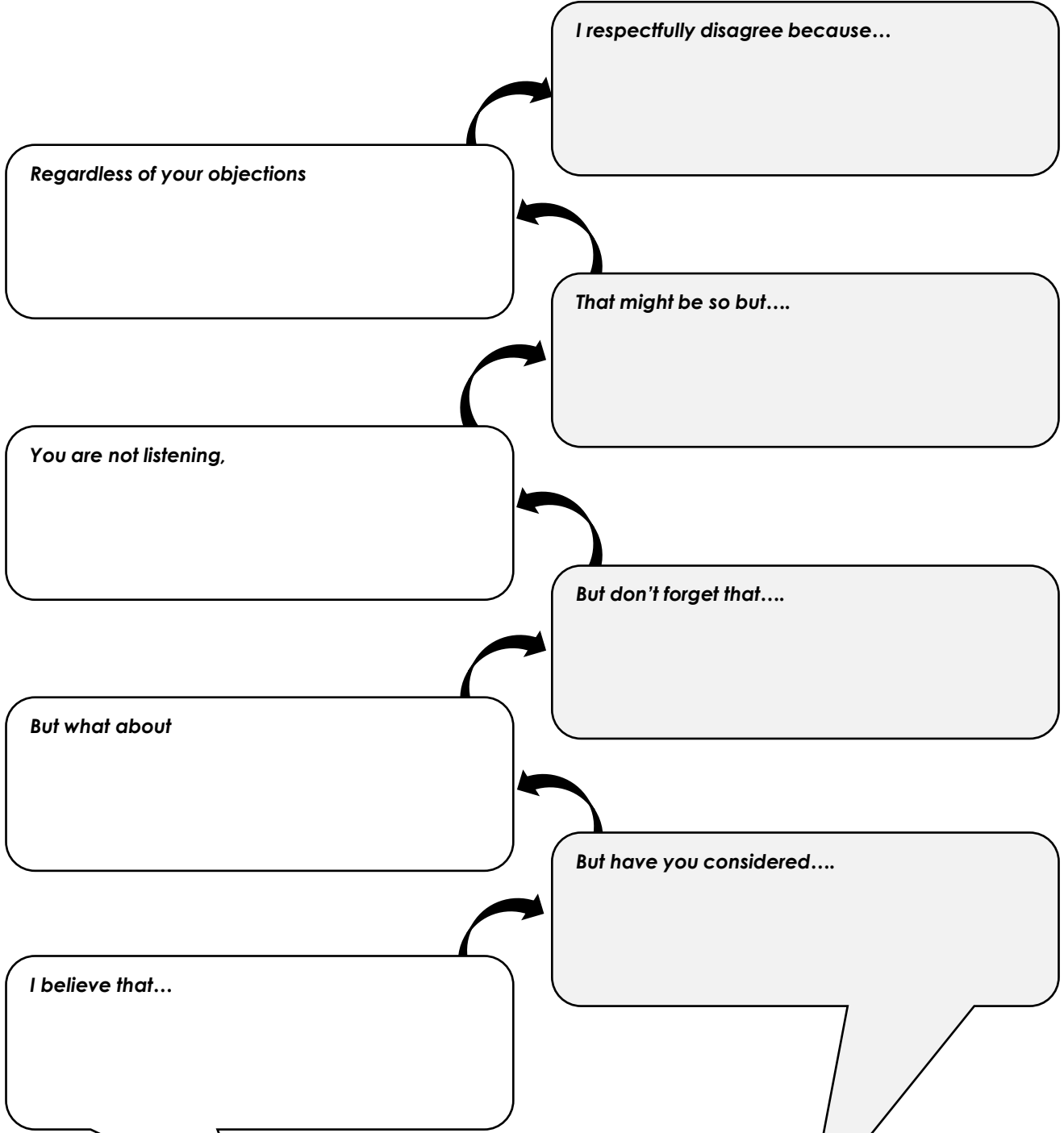
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Context

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| Background | |
| Definition | |
| Trend | |

Content

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| Sentence Starter | | |
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Methods in Context Practice

Item

It has been a growing concern since the 1980's over the increasing gaps in achievement. As well as knowing the nature and extent of patterns of in educational achievement, sociologists have examined various changes both in society and in school that may account for these differences. Sociologists may use official statistics to study differences in achievement. The government collects educational statistics from every school in the country. Statistics on achievement could be used to examine the impact of Educational policies in these areas. However, whilst official statistics show patterns in achievement they do not offer an explanation as to why they occur.

Applying material from the item and your knowledge of research methods, evaluate the strengths and limitations of using official statistics to investigate differences in educational achievement.






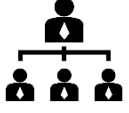






| Command Words | Research Area | Research Method | Focus |
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| Context | | |
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| Background | | Define the Research Method. |
| Definition | | |
| Trend | | |


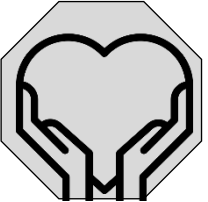
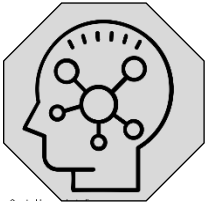
| Content | | | |
|---|-------------|-----------------|-------------|
| Research Consideration: | | Research Method | |
| An issue when studying this area of education is... | because.... | Help or Hinder? | How? / Why? |
| | | | |
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| Answer | |
|---|---|
| This IS a good method for studying this area of education. | This IS NOT a good method for studying this area of education. |

Which research considerations apply to this area of education? Why?

| | | | |
|---|--------------------------|---|----------------------------|
|  | POTENTIAL PARTICIPANTS |  | CONTEXT AND SETTING |
|  | ACCESS AND GATE KEEPERS |  | TIME |
|  | PERSONAL CHARACTERISTICS |  | AUTHORITY STRUCTURES |
|  | ETHICS |  | VULNERABILITY |
|  | LANGUAGE |  | IMPRESSION MANAGEMENT |
|  | PEER GROUP PRESSURES |  | DETACHMENT AND OBJECTIVITY |

Evaluation of the Research Method

| | STRENGTHS | WEAKNESSES |
|---|-----------|------------|
|  PRACTICAL | | |
|  ETHICAL | | |
|  THEORETICAL | | |

Class and Educational Achievement – External

WHAT YOU NEED TO KNOW:

- ❑ Trends relating to educational achievement by Social Class
- ❑ The external factors that have an impact on educational achievement by Social Class.
- ❑ The evaluation of the factors effecting educational achievement by Social Class

KEY TERMS FOR THIS TOPIC

- Social Class
- Working class
- Middle Class
- Cultural deprivation
- Material Deprivation
- Parental Attitudes
- Language Codes
- Compensatory Education
- Immediate Gratification
- Deferred Gratification
- Cultural Capital
- Habitus
- Pupil Premium
- Sure Start

KEY THINKERS

- Bernstein
- Douglas
- Sugarman
- Hyman
- Willis
- Hubbs-Tait
- Keddie
- Howard
- Wilkinson
- Bourdieu

RESOURCES

- Webb, Westergaard, Trobe and Townend: P17 - 24
- Browne: p54 - 64
- Collins: p15 - 22
- Hodder: p58 - 62

WEBSITES



History Learning Site



The Sociology Teacher

VIDEO CLIPS



Alexandra Sugden



Esher Sociology



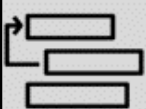
Stephen Joel



NOTE TAKING

To ensure that your notes are complete and cover all the necessary content, you need to make sure that you are answering each of the questions below.

| Material Deprivation | Cultural Deprivation | Cultural Capital |
|---|---|---|
| How doe lack of materials and resources affect educational achievement? | How does language affect educational achievement? (Bernstein) | What are the types of capital identified by Bourdieu and how do they interlink? |
| What is meant by the hidden cost of education and how does this impact educational achievement? | How does parental levels of education affect their children's education? | How does cultural capital impact educational achievement? |
| How does the housing and home life affect educational achievement? | How does working class and middle-class cultures differ (Sugarman) and what impact does this have on educational achievement? | Outline Alice Sullivan's 2001 study into cultural capital. |
| What are the strengths and limitations of these factors when investigating educational achievement? | What are the strengths and limitations of these factors when investigating educational achievement? | What are the strengths and limitations of these factors when investigating educational achievement? |



PRIORITISATION

Once you have taken your notes, colour code the question according to your level of confidence.

| | | | |
|--------------|----------------|------------------|-------------|
| Don't get it | Need some help | Fairly confident | I got this! |
|--------------|----------------|------------------|-------------|



CONSOLIDATION TASK

For each of the statements, determine if you agree or not with it (it is a forced choice) and explain why.

| Statement | Agree / Disagree | Why |
|---|------------------|-----|
| <p>The working class are to blame for their own educational underachievement due to their habitus.</p> | | |
| <p>The hidden costs of education are a huge cause of differences in educational achievement and should be abolished.</p> | | |
| <p>External factors do not have as much impact on educational achievement as some suggest because internal processes even things out.</p> | | |
| <p>Parental attitudes to education will affect the educational achievement of their children.</p> | | |
| <p>Bernstein's idea of language codes is too simplistic and negative in its view of the working class.</p> | | |

4 or 6 Mark Questions

Outline THREE external factors that affect working class children's chances of educational success

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Outline THREE ways that students can be material deprived.

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Outline THREE example of cultural deprivation.

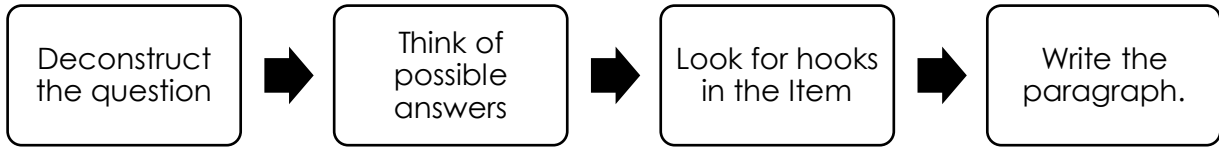
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10 Mark with Item Planner

The Planning Process

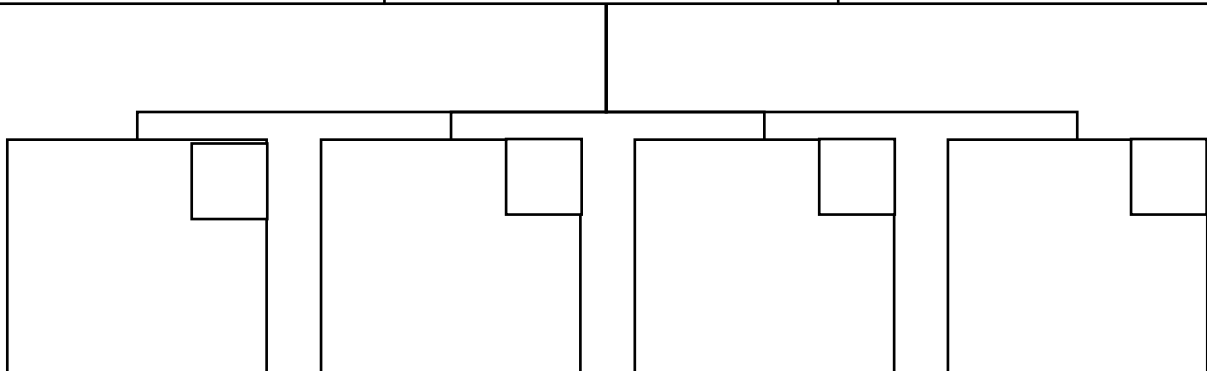


Item

There are many external factors which can influence educational achievement by class. One of these is material deprivation which suggests that students from disadvantaged backgrounds lack the resources necessary to do well in education. This could be the hidden costs associated with education or a home situation. However it is argued that these issues are overcome through compensatory education policies.

Applying material from the item, analyse two ways that material deprivation can affect educational achievement by class.

| Command Words | Topic | Focus |
|---------------|-------|-------|
| | | |



Essay Practice

ITEM:

There are clear social class differences in Educational achievement. Some sociologists argue that these are the result of factors outside of school. 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 the families material resources might also have an important impact. However, others suggest that what happens in school has a greater effect on social class differences in achievement.

Applying material from the item and your own knowledge, evaluate the view that middle class pupils higher levels of achievement are the product of factors outside of school. [30]

| Command Words | Topic | Focus | Evaluation Stem |
|---------------|-------|-------|-----------------|
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Turn the question binary [yes/no question]

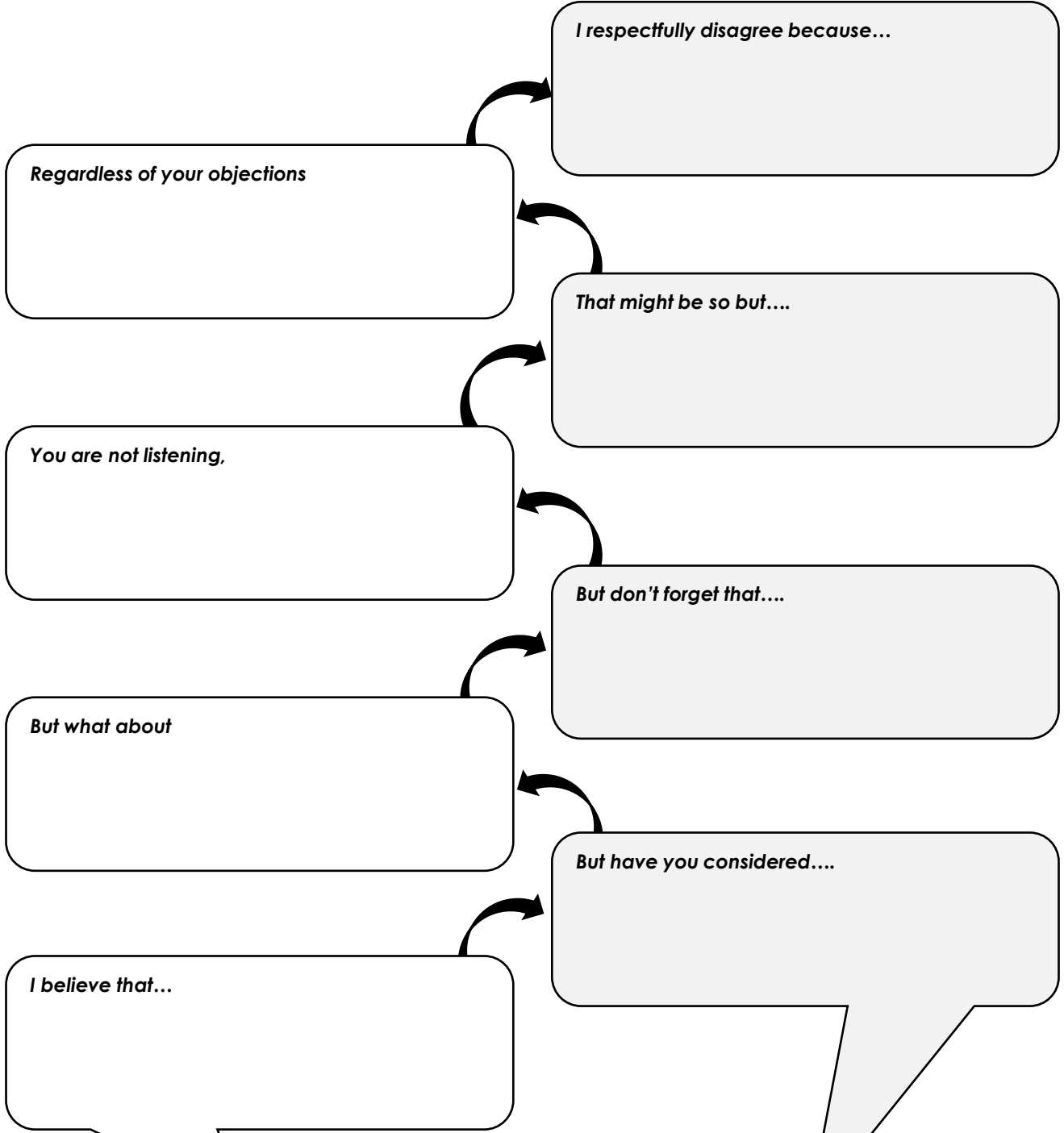
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Context

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Content

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| Sentence Starter | | |
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Methods in Context Practice

Item

When looking at class and educational achievements sociologists will identify the disadvantaged as those who are in receipt of free school meals and pupil premium payments. The trends suggest that these students are more likely to underachieve compared to the advantaged students due to a number of factors such as material deprivation and cultural deprivation. A structured interview is one where the questions are pre-set before the interview takes place. This will ensure that the research maintains reliability and limits any harm due to the sensitive nature of the topic.

Applying material from the item and your knowledge of research methods, evaluate the strengths and limitations of using structured interviews to investigate external factors which affect educational achievement by class

| Command Words | Research Area | Research Method | Focus |
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Context

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| Background | | Define the Research Method. |
| Definition | | |
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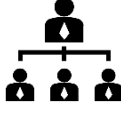






Content

| Research Consideration: | | Research Method | |
|---|-------------|-----------------|-------------|
| An issue when studying this area of education is... | because.... | Help or Hinder? | How? / Why? |
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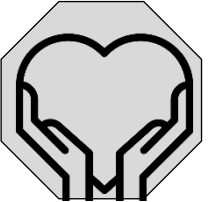
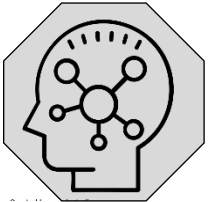
Answer

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| This IS a good method for studying this area of education. | This IS NOT a good method for studying this area of education. |
|---|---|

Which research considerations apply to this area of education? Why?

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|  | POTENTIAL PARTICIPANTS |  | CONTEXT AND SETTING |
|  | ACCESS AND GATE KEEPERS |  | TIME |
|  | PERSONAL CHARACTERISTICS |  | AUTHORITY STRUCTURES |
|  | ETHICS |  | VULNERABILITY |
|  | LANGUAGE |  | IMPRESSION MANAGEMENT |
|  | PEER GROUP PRESSURES |  | DETACHMENT AND OBJECTIVITY |

Evaluation of the Research Method

| | STRENGTHS | WEAKNESSES |
|---|-----------|------------|
|  PRACTICAL | | |
|  ETHICAL | | |
|  THEORETICAL | | |

Class and Educational Achievement – Internal

WHAT YOU NEED TO KNOW:

- ❑ Trends relating to educational achievement by Social Class
- ❑ The internal factors that have an impact on educational achievement by Social Class.
- ❑ The evaluation of the factors effecting educational achievement by Social Class

KEY TERMS FOR THIS TOPIC

- Social Class
- Working class
- Middle Class
- Labelling
- Self Fulfilling Prophecy
- Setting and Steaming
- Pupil Sub Cultures
- Pupil Class Identity
- Anti school sub culture
- Pro School subculture
- Habitus
- Determinism

KEY THINKERS

- Fuller
- Rist
- Rosenthal and Jacobson
- Willis
- Becker
- Bernstein
- Jorgenson

RESOURCES

- Webb, Westergaard, Trobe and Townend: p27 - 34
- Browne: p64 - 67
- Collins: p22 - 28
- Hodder: p62 - 64

WEBSITES



Revise Sociology



The Sociology Teacher

VIDEO CLIPS



Esher Sociology



Stephen Joel



Alexandra
Joel



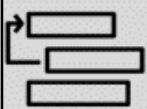
Tutor2U



NOTE TAKING

To ensure that your notes are complete and cover all the necessary content, you need to make sure that you are answering each of the questions below.

| Teacher Expectations | Pupil Subcultures | Education Policies |
|--|---|--|
| How do teacher's label students and what impact do this have on achievement? | Outline the characteristics of an anti school and pro school subculture and explain how students join these groups. | How have marketisations policies affected educational achievement by class? |
| Why are W/C students more likely to be in lower sets and streams and how does this impact achievement? | How does membership of a subculture impact educational achievement by social class? | What is compensatory education and what does it aim to do? |
| What is educational triages and how does this impact educational achievement by class? | Outline Willis' Learning to Labour and how it links to educational achievement by class. | What are the strengths and limitations of these factors when investigating educational achievement by class? |
| What are the strengths and limitations of these factors when investigating educational achievement by class? | What are the strengths and limitations of these factors when investigating educational achievement by class? | |



PRIORITISATION

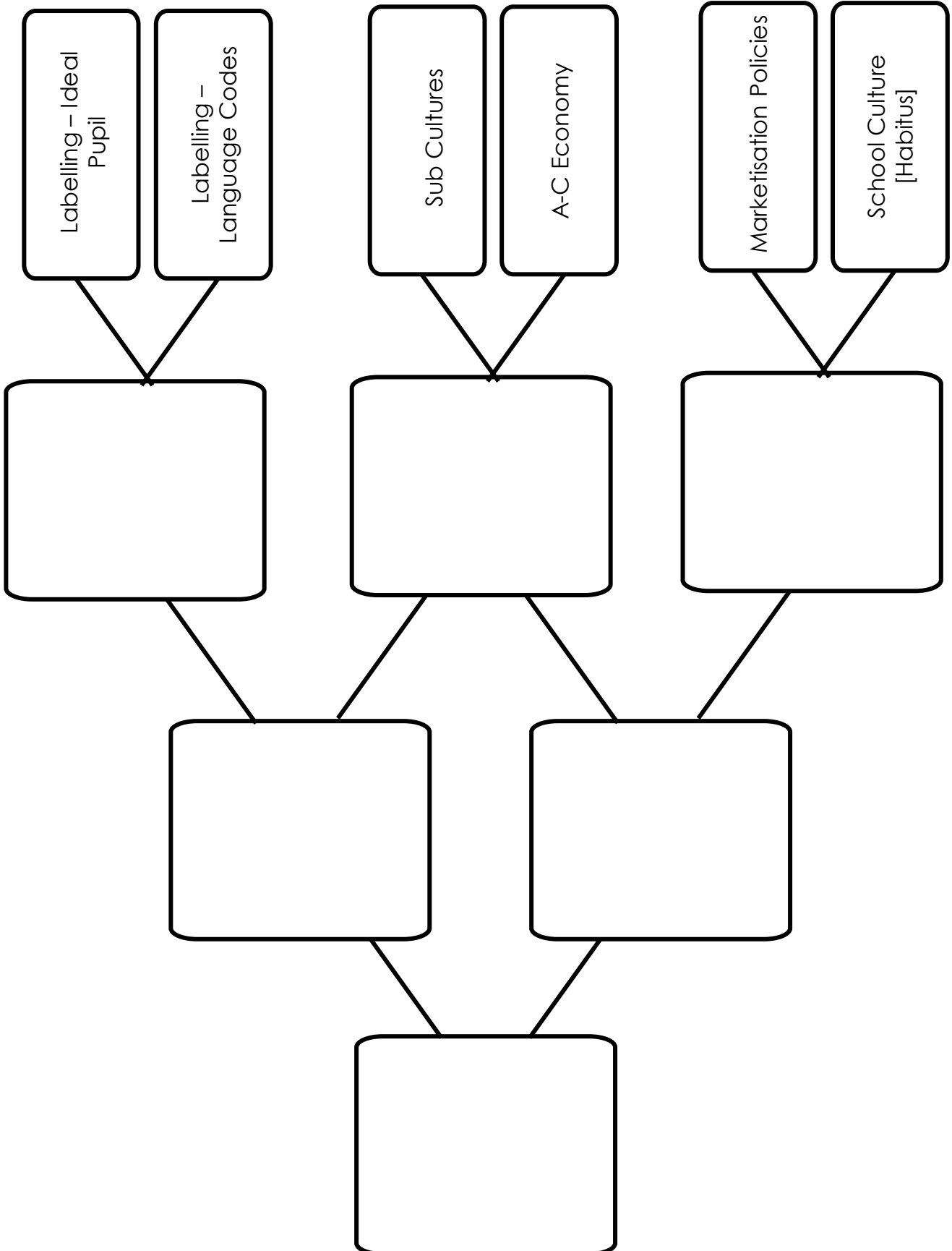
Once you have taken your notes, colour code the question according to your level of confidence.

| | | | |
|--------------|----------------|------------------|-------------|
| Don't get it | Need some help | Fairly confident | I got this! |
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CONSOLIDATION TASK

Evaluate the internal factors which affect class and educational achievement by completing the world cup filtering table. From each pair you need to decide which is the better explanation, that then move on to the next level. Remember to explain your reasoning.



4 or 6 Mark Questions

Outline three characteristics of a pro-school subculture

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Outline THREE education policies which have tried to close the educational gap between the social class.

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Outline THREE criticisms of the internal factors which impact educational achievement by social class.

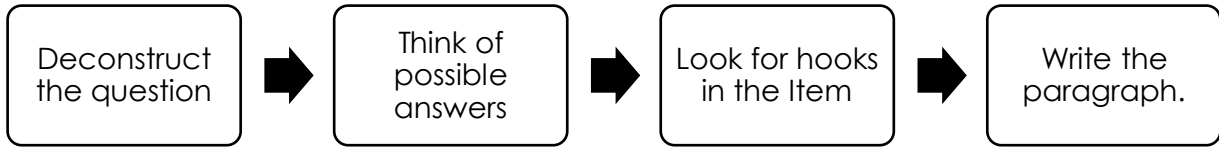
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10 Mark with Item Planner

The Planning Process

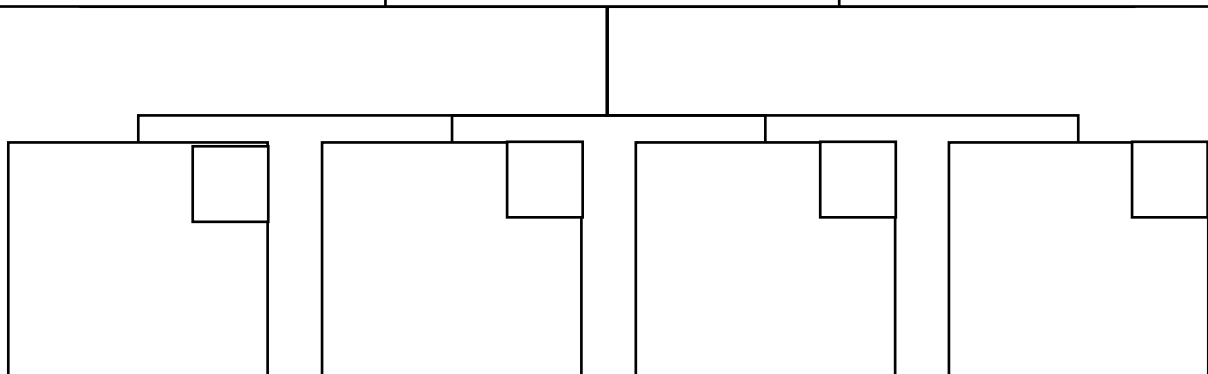


Item

Some government education policies aim to introduce a market into the education system. This is done in part by creating competition among schools to attract people's and their parents to apply for places. Supporters believe that this competition for customers will drive up educational standards. Other educational policies include selection of pupil's for places and different types of school on the basis of their ability as measured through tests and examinations.

Applying material from the item, analyse two effects of two government education policies on class differences in achievement. [10]

| Command Words | Topic | Focus |
|---------------|-------|-------|
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Essay Practice

ITEM:

It is often suggested that the education system is built for the middle class for the middle class. According to the Marxists the hidden curriculum transmit middle class values and uses symbolic violence to make the working class feel underserving of their education. It is also argued that the hidden costs of education such as equipment and school trips can lead to underachievement of the working class as they are not able to supplement their education as the middle class can.

Applying material from the item and your own knowledge, evaluate sociological explanations of social class inequalities in educational achievement.

| Command Words | Topic | Focus | Evaluation Stem |
|---------------|-------|-------|-----------------|
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| Context | |
|------------|--|
| Background | |
| Definition | |
| Trend | |

I chose to remove:

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| Turn the Question Singular: |
| Your Answer: |

Methods in Context Practice

Item

It has been a growing concern since the 1980's over the increasing gaps in achievement. As well as knowing the nature and extent of patterns of in educational achievement, sociologists have examined various changes both in society and in school that may account for these differences. The roles and processes in schools follow a middle class habitus which can place working class students at a disadvantage. The use of a covert observation to see these processes in action will show how they disadvantage the working class, however gaining access to the school and the small sample size may mean lower the generalisability of the conclusions.

Applying material from the item and your knowledge of research methods evaluate the strengths and limitations of using covert observation to investigate how school processes lead to differences in educational achievement by class.

| Command Words | Research Area | Research Method | Focus |
|---------------|---------------|-----------------|-------|
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Context

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| Background | | Define the Research Method. |
| Definition | | |
| Trend | | |






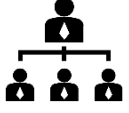






Content

| Research Consideration: | | Research Method | |
|---|-------------|-----------------|-------------|
| An issue when studying this area of education is... | because.... | Help or Hinder? | How? / Why? |
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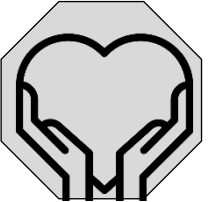
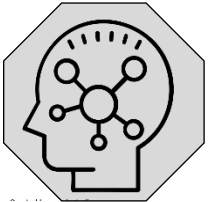
Answer

| | |
|---|---|
| This IS a good method for studying this area of education. | This IS NOT a good method for studying this area of education. |
|---|---|

Which research considerations apply to this area of education? Why?

| | | | |
|---|--------------------------|---|----------------------------|
|  | POTENTIAL PARTICIPANTS |  | CONTEXT AND SETTING |
|  | ACCESS AND GATE KEEPERS |  | TIME |
|  | PERSONAL CHARACTERISTICS |  | AUTHORITY STRUCTURES |
|  | ETHICS |  | VULNERABILITY |
|  | LANGUAGE |  | IMPRESSION MANAGEMENT |
|  | PEER GROUP PRESSURES |  | DETACHMENT AND OBJECTIVITY |

Evaluation of the Research Method

| | STRENGTHS | WEAKNESSES |
|---|-----------|------------|
|  PRACTICAL | | |
|  ETHICAL | | |
|  THEORETICAL | | |

Ethnicity and Educational Achievement – External

WHAT YOU NEED TO KNOW:

- ❑ Trends relating to educational achievement by ethnicity
- ❑ The external factors that have an impact on educational achievement by ethnicity.
- ❑ The evaluation of the factors effecting educational achievement by Ethnicity

KEY TERMS FOR THIS TOPIC

- Cultural Differences
- Cultural Deprivation
- Material Deprivation
- Ethnicity
- Socialisation
- Compensatory Education
- Parental Attitudes
- Institutional Racism
- Ethnocentric Curriculum
- Labelling
- Pupil Identities
- Sub Cultures

RESOURCES

- Webb, Westergaard, Trobe and Townend: p37 - 41
- Browne: p78 - 82
- Collins: p31 - 35
- Hodder: p71 – 73

WEBSITES



Revise Sociology:
Cultural Factors



The Sociology
Teacher



Revise Sociology:
Material Factors

KEY THINKERS

- Bereiter & Engelmann
- Sewell
- Pryce
- McCulloch
- Lupton
- Driver
- Palmer
- Gillborn & Mirza
- Osler
- Rex
- Mac an Ghail
- Tronya & Williams
- Gillbourn
- Evans

VIDEO CLIPS



Alexandra
Sugden



Esher Sociology



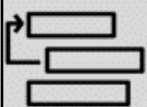
Stephen Joel



NOTE TAKING

To ensure that your notes are complete and cover all the necessary content, you need to make sure that you are answering each of the questions below.

| Cultural Deprivation | Material Deprivation | Racism in Wider Society |
|---|--|---|
| How does language codes and Levels of English proficiency affect educational Achievement? | According to Flaherty (2004) why are ethnic minorities more likely to experience material deprivation? | How does Rex (1986) believe that racism in wider society affects educational achievement of ethnic minorities? |
| How do each of these sociologist's link family structures and support to educational achievement? <ul style="list-style-type: none"> • Murray (1984) • Pryce (1979) • Scruton(1986) • Hall (1992) • Driver & Ballard (1981) • Lupton (2004) | | In what other ways can racism in wider society affect educational achievement for ethnic minorities? |
| How does Arnot (2004) suggest the media impacts the educational achievement of ethnic minorities. | What does the Swann report (1985) suggest about ethnicity and educational achievement? | Outline the study conducted by Noon (1993) including how the study was conducted and the finding as they relate to ethnic minority educational achievement. |
| How do the following sociologists criticise the idea of cultural deprivation as a cause of the trends in educational achievement in ethnic minorities: <ul style="list-style-type: none"> • Bollard and Driver • The Swan report • Keddie • Driver | | How can the material deprivation theory of educational achievement in ethnic minorities be considered paradoxical? |



PRIORITISATION

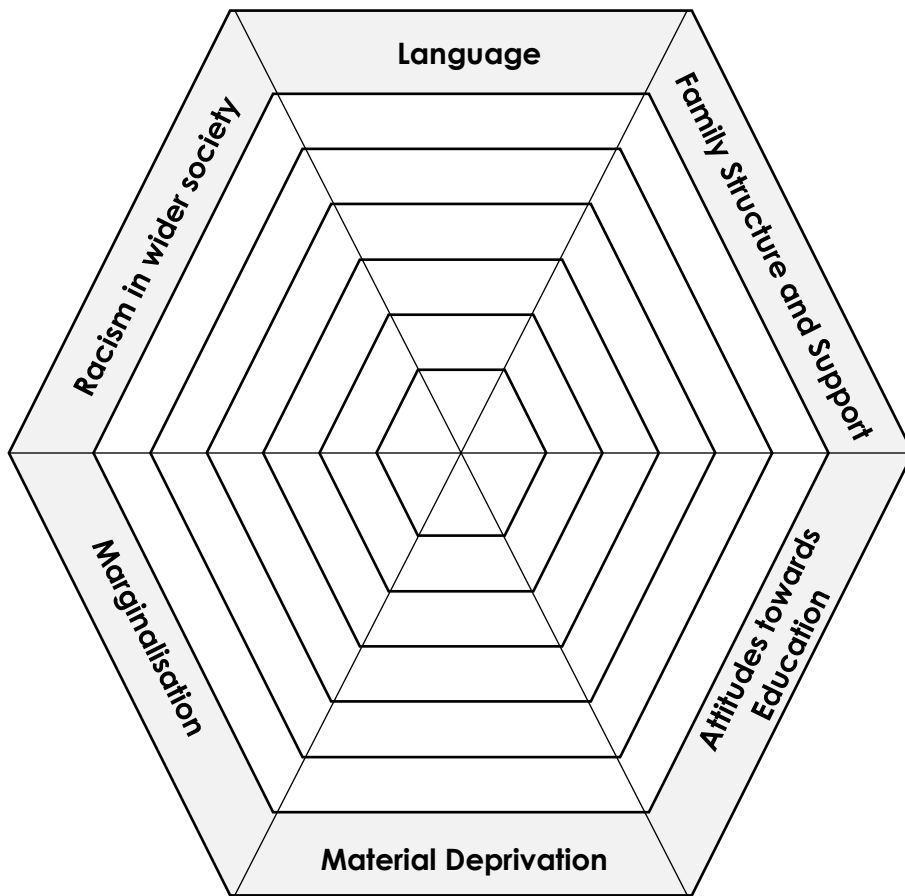
Once you have taken your notes, colour code the question according to your level of confidence.

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| Don't get it | Need some help | Fairly confident | I got this! |
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CONSOLIDATION TASK

For each of the external explanations for the trends in ethnicity and achievement, colour in the evaluation web to show how useful each of the explanations is. The more levels you colour in the more useful you feel the explanation is. **Remember to explain why.**



4 or 6 Mark Questions

Outline THREE factors outside of school that might affect ethnic differences in educational achievement.

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Outline THREE criticisms of cultural differences theory of differences in ethnic minority educational achievement.

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Outline THREE ways racism in wider society can impact ethnic minority educational achievement.

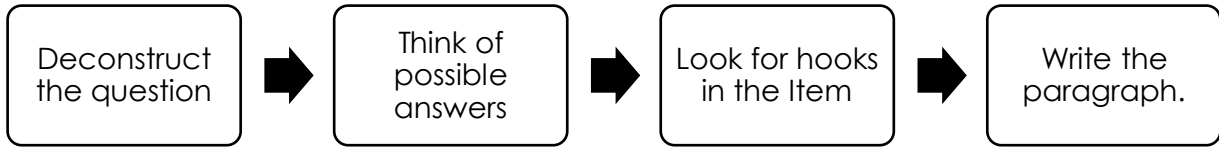
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10 Mark with Item Planner

The Planning Process



Item

On average, pupils from some ethnic groups achieve more highly at school than others. For example, Chinese and Indian pupils generally out-perform white pupils at GCSE. This is even true when we take into account whether pupils are from deprived backgrounds, as measured by whether they receive free school meals (FSM). For example, Chinese pupils on FSM do better than white pupils who are not on FSM.

Applying material from the item, analyse two reasons why pupils from some minority ethnic groups achieve above average results in school. [10]

| Command Words | Topic | Focus |
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Essay Practice

ITEM:

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 Pakistani or Bangladeshi. These differences may be due to factors outside of the school. For example, some sociologists suggest that cultural differences have an important influence on the achievement. Others claim that it is more to do with material circumstances of different ethnic groups.

Applying material from the item and your own knowledge, evaluate the view that ethnic differences in Educational achievement are primarily the result of factors outside school. [30]

| Command Words | Topic | Focus | Evaluation Stem |
|---------------|-------|-------|-----------------|
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Turn the question binary [yes/no question]

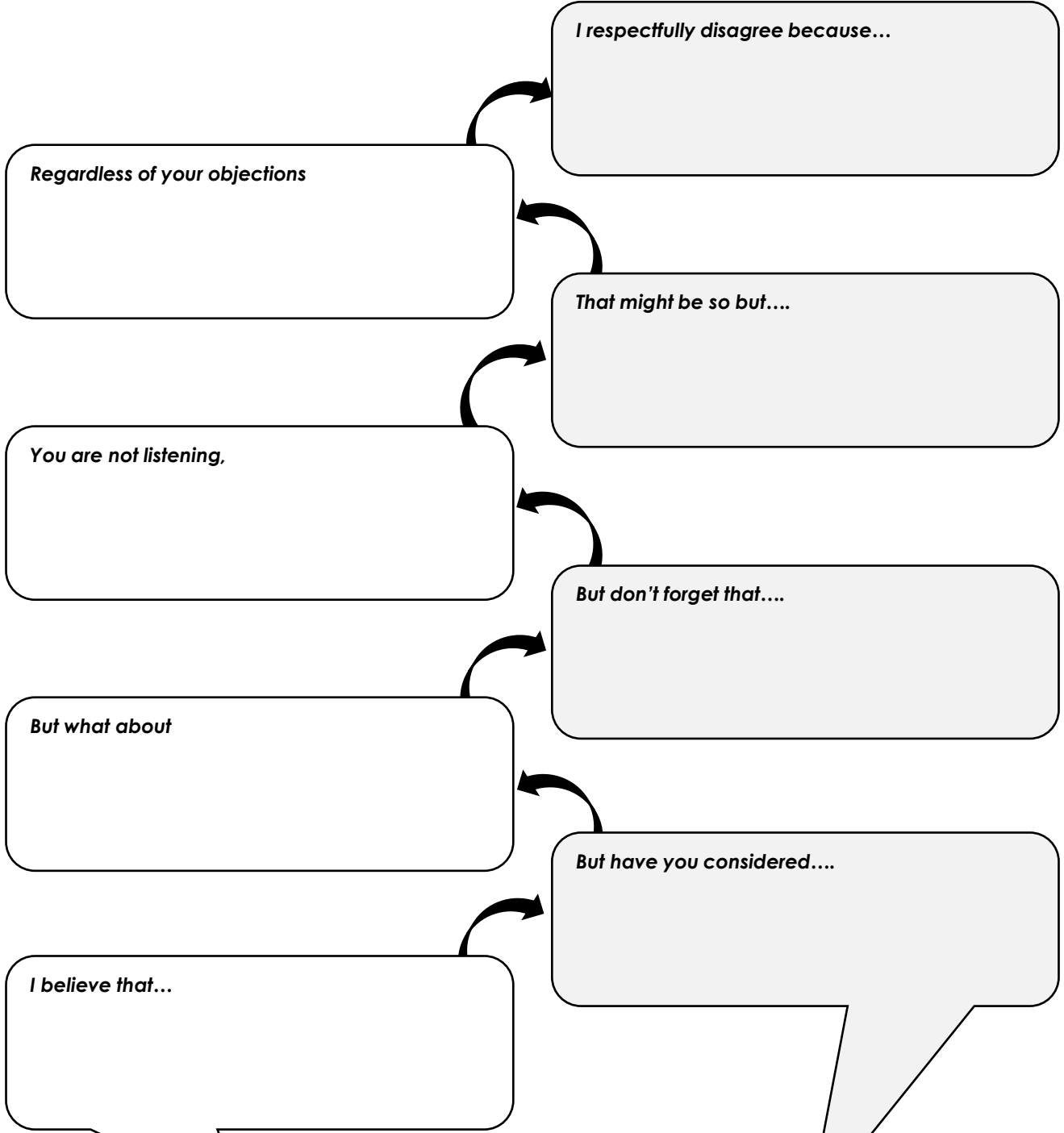
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Context

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| Background | |
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Content

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| Sentence Starter | | |
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Ethnicity and Educational Achievement – Internal

WHAT YOU NEED TO KNOW:

- ❑ Trends relating to educational achievement by ethnicity
- ❑ The factors that have an impact on educational achievement by ethnicity, both internal and external.
- ❑ The evaluation of the factors effecting educational achievement by Ethnicity

KEY TERMS FOR THIS TOPIC

- Cultural Differences
- Cultural Deprivation
- Material Deprivation
- Ethnicity
- Socialisation
- Compensatory Education
- Parental Attitudes
- Institutional Racism
- Ethnocentric Curriculum
- Labelling
- Pupil Identities
- Sub Cultures

RESOURCES

- Webb, Westergaard, Trobe and Townend: p41 -48
- Browne: p82 - 85
- Collins: p35 – 40
- Hodder: p73 - 76

WEBSITES



The Sociology Teacher



Revise Sociology

KEY THINKERS

- Bereiter & Engelmann
- Sewell
- Pryce
- McCulloch
- Lupton
- Driver
- Palmer
- Gillborn & Mirza
- Osler
- Rex
- Mac an Ghail
- Tronya & Williams
- Gillbourn
- Evans

VIDEO CLIPS



**Alexandra
Sugden**



Esher Sociology



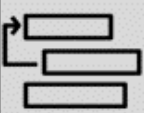
Stephen Joel



NOTE TAKING

To ensure that your notes are complete and cover all the necessary content, you need to make sure that you are answering each of the questions below.

| The Trends | Labelling | Pupil Identities and Sub Cultures | Institutional Racism |
|--|---|--|--|
| What are the general trends in educational achievement between ethnic groups in the UK? | How does labelling link to ethnicity and educational achievement? | How does archer link ethnic minority educational achievement to pupil identities? | Define the term institutional Racism |
| | What does Gillbourn and Youdell mean when they discuss racialized expectations? | | |
| What are the trends for specific ethnic minority groups: <ul style="list-style-type: none"> • Black Students • Afro Caribbean Students • Asian Students • Roma and Traveler Students • White Students | How does labelling and discipline link to educational achievement for ethnic minorities? (Osler and Bourne) | What are the three pupil identities outlined by Archer? | Explain how each of the following is evidence of institutional racism in the education system: <ul style="list-style-type: none"> • Critical Racism Theory • Marketisation and Segregation • Ethnocentric Curriculum • Assessment Systems • Access to opportunities • New IQ'ism |
| | How does Foster link setting and streaming to the educational achievement of ethnic minorities? | | |
| | Outline the findings of Margret Fuller's 1984 study and Mac An Ghail's 1984 study into the rejection of labels. | What are the four responses to racist stereotypes as identified by Sewell and how does this link to educational achievement? | What changes have there been in recent years o suggest that institutional racism is not as prevalent as it once was? |



PRIORITISATION

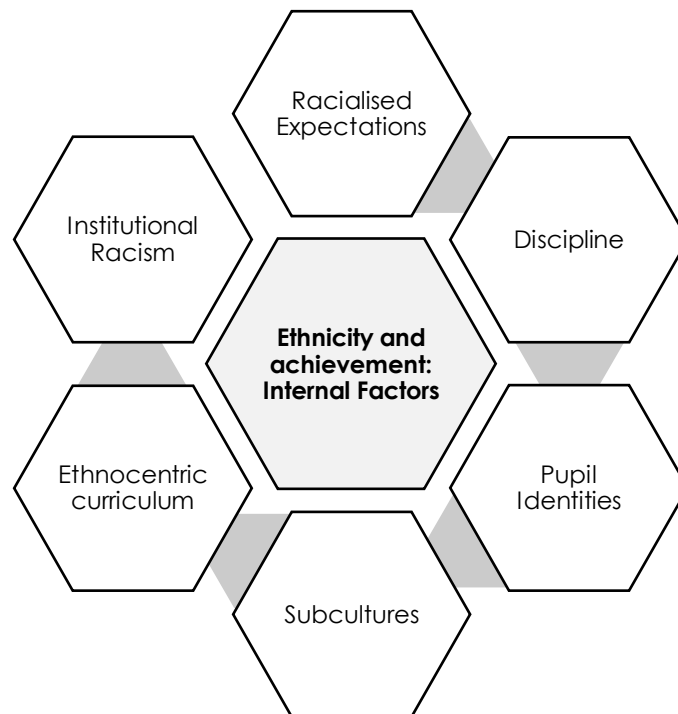
Once you have taken your notes, colour code the question according to your level of confidence.

| | | | |
|--------------|----------------|------------------|-------------|
| Don't get it | Need some help | Fairly confident | I got this! |
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CONSOLIDATION TASK

Summarise the internal factors which impact educational achievement by finishing the mindmap.



4 or 6 Mark Questions

Outline THREE factors inside of school that might affect ethnic differences in educational achievement.

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Outline THREE ways that the education system could be seen as institutionally racist.

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Outline THREE ways that pupils respond to racism in schools.

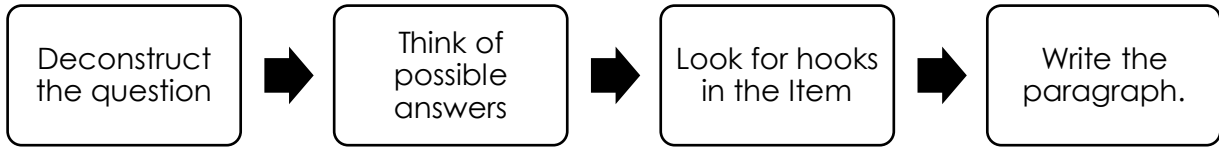
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10 Mark with Item Planner

The Planning Process



Item

There are important differences in the experiences of different ethnic groups in the education system, for example in terms of examination entries and allocation of resources and support. Similarly, studies show that teachers may be quicker to discipline people from certain ethnic groups for apparently this behaviour. These differences can lead to educational failure for some groups.

Applying material from the item, analyse two reasons why differences in ethnic minority educational achievement is linked to institutional racism.

| Command Words | Topic | Focus |
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Essay Practice

ITEM:

Recent trends in educational achievement by ethnicity have shown that it is white working-class boys who are significantly underachieving in education at GCSE and A Level whereas Asian and Bangladeshi students have higher levels of attainment. This trend could be down to cultural differences in attitudes to education as well as varying reactions to labelling.

Applying material from the item and your own knowledge, evaluate the causes of differences in educational achievement by ethnicity.

| Command Words | Topic | Focus | Evaluation Stem |
|---------------|-------|-------|-----------------|
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| Context | |
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| Background | |
| Definition | |
| Trend | |

I chose to remove:

Because

I chose to remove:

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I chose to remove:

Because

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|------------------------------------|
| Turn the Question Singular: |
| Your Answer: |

Gender and Educational Achievement – Internal

WHAT YOU NEED TO KNOW:

- ❑ Trends relating to educational achievement by gender
- ❑ The internal factors that have an impact on educational achievement by gender
- ❑ The evaluation of the factors effecting educational achievement by gender

KEY TERMS FOR THIS TOPIC

- Gender
- Feminism
- Emancipation
- Equal opportunities
- GIST & WISE
- Coursework
- Role Models
- Labelling
- Ideal Pupil
- Employment
- Stereotypes
- Vocational Education
- Aspirations
- Teacher Attention

KEY THINKERS

- McRobbie
- Sharpe
- O'Connor
- Fuller
- Reay
- Biggart
- Boaler
- Gorard
- Mitsos & Browne
- Elwood
- Swann

RESOURCES

- Webb, Westergaard, Trobe and Townend: p53 – 56
- Browne: p67 - 75
- Collins: p49 - 51
- Hodder: p67 - 69

WEBSITES



The Sociology Teacher



Revise Sociology

VIDEO CLIPS



Esher Sociology



Stephen Joel



Alexandra Sugden: Girls



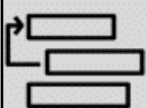
Alexandra Sugden: Boys



NOTE TAKING

To ensure that your notes are complete and cover all the necessary content, you need to make sure that you are answering each of the questions below.

| Causes for girls increased achievement | Causes for boys underachievement |
|---|---|
| <p>For each of the factors listed you need to explain what the factor is how it has led to greater educational achievement for girls:</p> <ul style="list-style-type: none"> • Rise of Feminism • Changes in women's employment • Changes in the Family • Changing Girls Aspirations . • Gender Role Socialisation | <p>For each of the factors listed you need to explain what the factor is how it has led to educational underachievement for boys:</p> <ul style="list-style-type: none"> • Role Models • Crisis of Masculinity / Changing employment • Gender Role Socialisation |
| <p>Outline the study completed by Sue Sharpe on Girls ambitions "Just Like a Girl" (1974, 1997), explaining how she carried out her study and its key findings.</p> | |
| <p>How impactful has each of these factors been on girl's educational achievement?</p> | <p>How impactful has each of these factors been on boy's educational achievement?</p> |



PRIORITISATION

Once you have taken your notes, colour code the question according to your level of confidence.

| | | | |
|--------------|----------------|------------------|-------------|
| Don't get it | Need some help | Fairly confident | I got this! |
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CONSOLIDATION TASK

For each of the internal factors which impact gender and educational achievement decide how impactful it has been on the trends . Use specific examples when explaining your decision.



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| Labelling | |
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| Curriculum Changes | |
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| Role Models | |
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| Government Policies | |
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4 or 6 Mark Questions

Outline THREE factors inside of school that might affect gender differences in educational achievement.

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| | | |

Outline THREE internal reasons why boys underachieve in education.

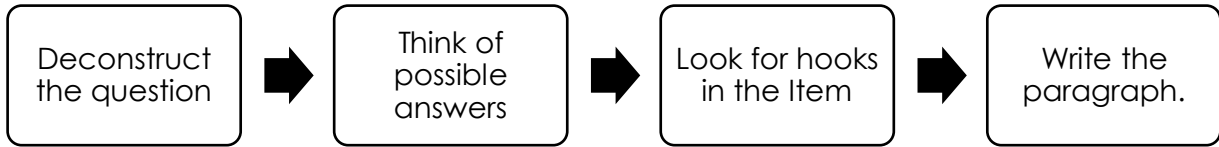
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Outline THREE reasons why internal factors are not the most impactful on the trends of gender and achievement.

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10 Mark with Item Planner

The Planning Process

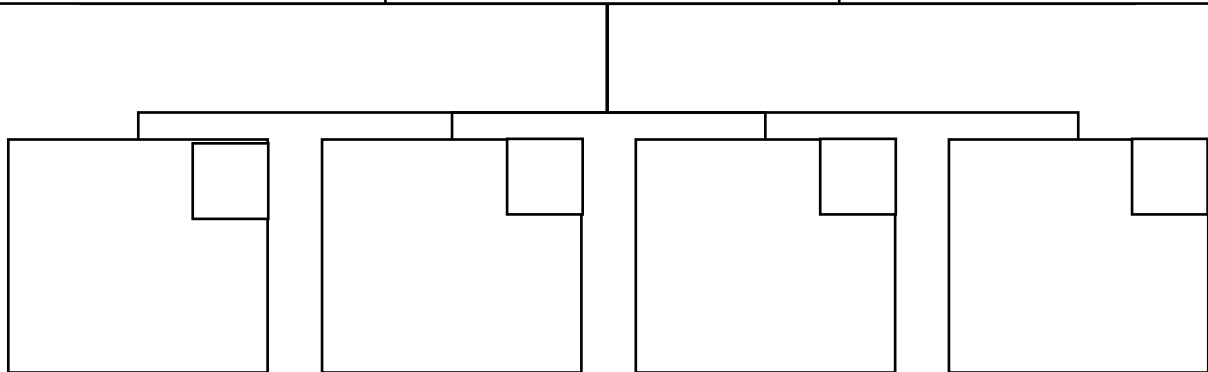


Item

The 1988 Education Reform Act led to a number of changes in the education system. These changes included the introduction of the national curriculum and league tables. There were also changes to the examination system with the introduction of national testing at 7, 11 and 14 years old. Additional changes to the curriculum also occurred under the coalition government with the introduction of the English Baccalaureate and the removal of coursework.

Applying material from the item, analyse two curriculum changes that have led to the trends in gender and educational achievement.

| Command Words | Topic | Focus |
|---------------|-------|-------|
| | | |



Essay Practice

ITEM:

There are persistent differences in the achievement of girls and boys in education. In 2014 the performance gap between boys and girls reaches its widest ever - 6.7 percentage points, at the top grades of A* and A. Sociologists argue that a whole range of factors can explain this gap. There has been a huge shift in attitudes towards women in wider Society, for example, resulting in women having much higher aspirations educationally. Similarly, over 90% of women now participate in paid employment. However, sociologists also point out that other factors have greater impact on gender pattern, for example, labelling and student subcultures.

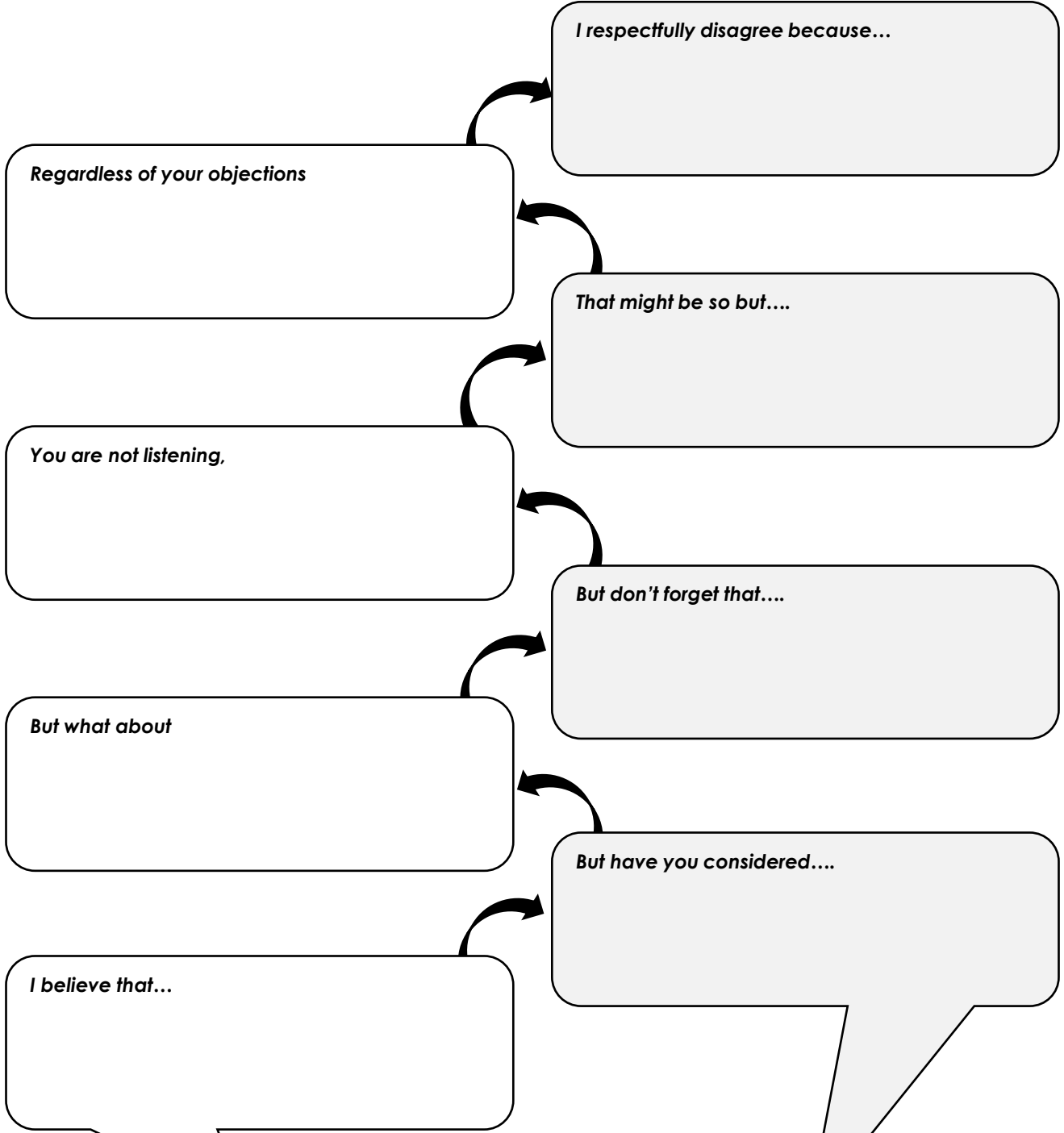
Applying material from the item and your own knowledge, evaluate the view that differences in Educational achievement between girls and boys are the result of factors and processes within school.

| Command Words | Topic | Focus | Evaluation Stem |
|---------------|-------|-------|-----------------|
| | | | |

| Turn the question binary [yes/no question] |
|--|
| |

| Context | |
|------------|--|
| Background | |
| Definition | |
| Trend | |

| Content | | |
|------------------|-----|---------|
| Sentence Starter | FOR | AGAINST |
| | 1 | |
| 2 | | |
| 3 | | |
| 4 | | |



Methods in Context Practice

Item

Although trends in educational achievement show that girls are outperforming boys at all levels their experiences of school are not always positive. The reinforcement of traditional gender norms through the hidden curriculum, can lead to girls experiencing double deviancy when stepping outside of those norms. So they are not only punished for wrongdoing but also for not conforming to expectation. By using group interviews the researcher will be able to put the participants at ease as they will be with their peer group and may remind each other of experiences they had not considered. However they could also lead to social desirability which limits the validity of the data collected.

Applying material from the item and your knowledge of research methods, evaluate the strengths and limitations of using group interviews to investigate girls experiences of education.






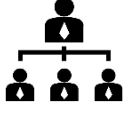






| Command Words | Research Area | Research Method | Focus |
|---------------|---------------|-----------------|-------|
| | | | |

| Context | | |
|------------|--|-----------------------------|
| Background | | Define the Research Method. |
| Definition | | |
| Trend | | |


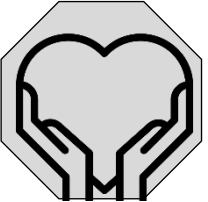
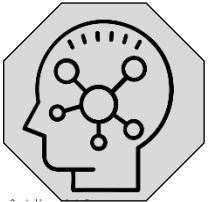
| Content | | | |
|---|-------------|-----------------|-------------|
| Research Consideration: | | Research Method | |
| An issue when studying this area of education is... | because.... | Help or Hinder? | How? / Why? |
| | | | |
| | | | |
| | | | |

| Answer | |
|---|---|
| This IS a good method for studying this area of education. | This IS NOT a good method for studying this area of education. |

Which research considerations apply to this area of education? Why?

| | | | |
|---|--------------------------|---|----------------------------|
|  | POTENTIAL PARTICIPANTS |  | CONTEXT AND SETTING |
|  | ACCESS AND GATE KEEPERS |  | TIME |
|  | PERSONAL CHARACTERISTICS |  | AUTHORITY STRUCTURES |
|  | ETHICS |  | VULNERABILITY |
|  | LANGUAGE |  | IMPRESSION MANAGEMENT |
|  | PEER GROUP PRESSURES |  | DETACHMENT AND OBJECTIVITY |

Evaluation of the Research Method

| | STRENGTHS | WEAKNESSES |
|---|-----------|------------|
|  PRACTICAL | | |
|  ETHICAL | | |
|  THEORETICAL | | |

Gender and Educational Achievement – External

WHAT YOU NEED TO KNOW:

- ❑ Trends relating to educational achievement by gender
- ❑ The external factors that have an impact on educational achievement by gender.
- ❑ The evaluation of the factors effecting educational achievement by gender

KEY TERMS FOR THIS TOPIC

- Gender
- Feminism
- Emancipation
- Equal opportunities
- GIST & WISE
- Coursework
- Role Models
- Labelling
- Ideal Pupil
- Employment
- Stereotypes
- Vocational Education
- Aspirations
- Teacher Attention

KEY THINKERS

- McRobbie
- Sharpe
- O'Connor
- Fuller
- Reay
- Biggart
- Boaler
- Gorard
- Mitsos & Browne
- Elwood
- Swann

RESOURCES

- Webb, Westergaard, Trobe and Townend: p37 - 41
- Browne: p67 - 75
- Collins: p42 - 49
- Hodder: p64 - 67

WEBSITES



The Sociology Teacher



Revise Sociology

VIDEO CLIPS



Esher Sociology



Stephen Joel



Alexandra Sugden: Girls



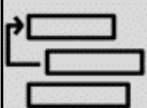
Alexandra Sugden: Boys



NOTE TAKING

To ensure that your notes are complete and cover all the necessary content, you need to make sure that you are answering each of the questions below.

| Causes for girls increased achievement | Causes for boys underachievement |
|---|---|
| <p>For each of the factors listed you need to explain what the factor is how it has led to greater educational achievement for girls:</p> <ul style="list-style-type: none"> • Rise of Feminism • Changes in women's employment • Changes in the Family • Changing Girls Aspirations . • Gender Role Socialisation | <p>For each of the factors listed you need to explain what the factor is how it has led to educational underachievement for boys:</p> <ul style="list-style-type: none"> • Role Models • Crisis of Masculinity / Changing employment • Gender Role Socialisation |
| <p>Outline the study completed by Sue Sharpe on Girls ambitions "Just Like a Girl" (1974, 1997), explaining how she carried out her study and its key findings.</p> | |
| <p>How impactful has each of these factors been on girl's educational achievement?</p> | <p>How impactful has each of these factors been on boy's educational achievement?</p> |



PRIORITISATION

Once you have taken your notes, colour code the question according to your level of confidence.

| | | | |
|--------------|----------------|------------------|-------------|
| Don't get it | Need some help | Fairly confident | I got this! |
|--------------|----------------|------------------|-------------|



CONSOLIDATION TASK

Discuss the view the feminism has been the driving force behind girls improved educational achievement.

Regardless of your objections

I respectfully disagree because...

You are not listening,

That might be so but...

But what about

But don't forget that...

I believe that...

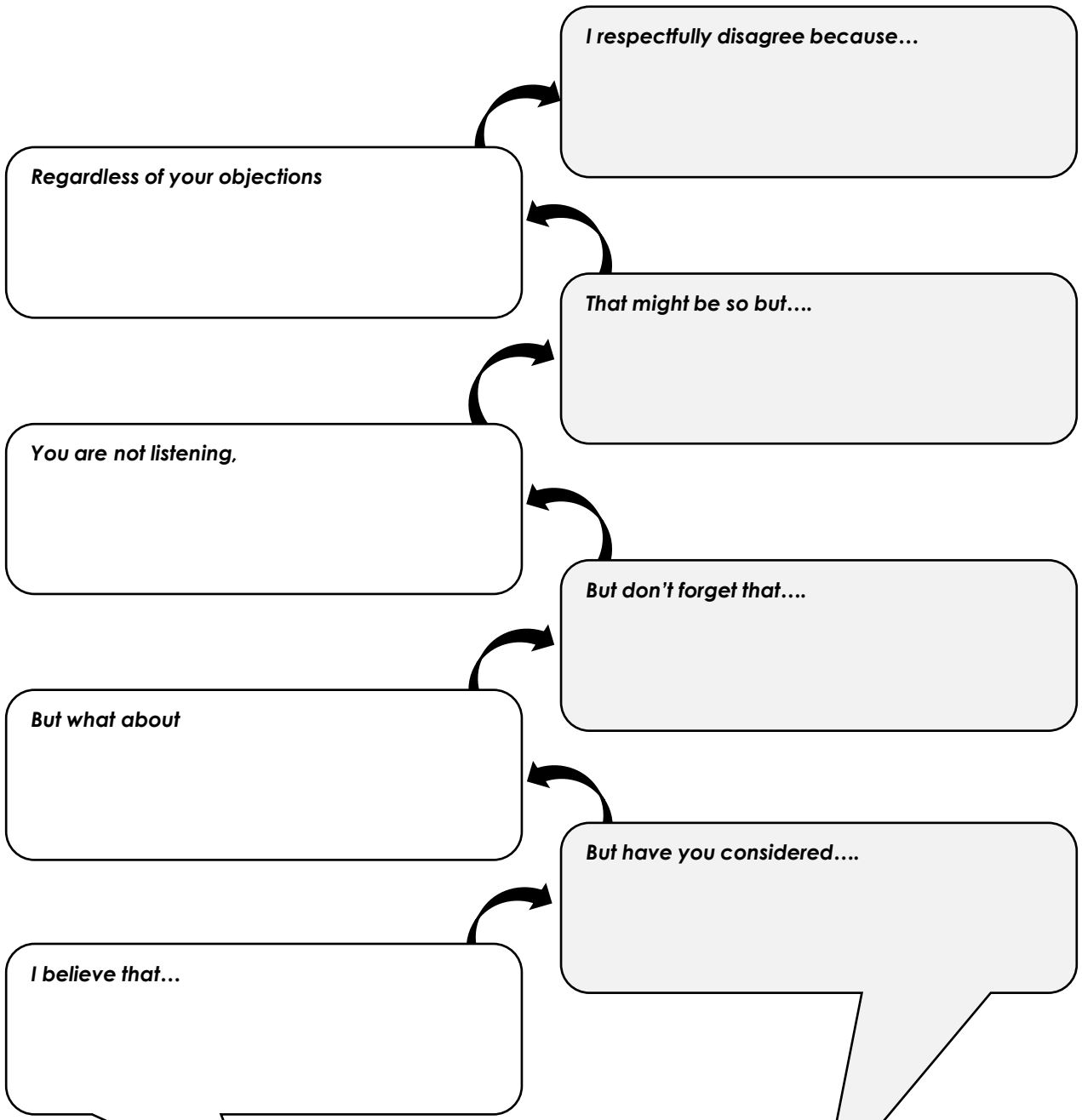
But have you considered....





CONSOLIDATION TASK

Discuss the view that boys are underachieving because there are not enough male role models in education.



4 or 6 Mark Questions

Outline THREE external factors that might affect gender differences in educational achievement.

| | | |
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| | | |
| | | |

Outline THREE ways changes in employment have affected educational achievement.

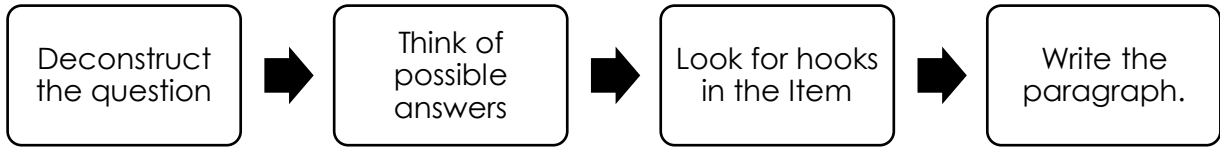
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Outline THREE reasons why external factors are not the most impactful on the trends of gender and achievement.

| | | |
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10 Mark with Item Planner

The Planning Process

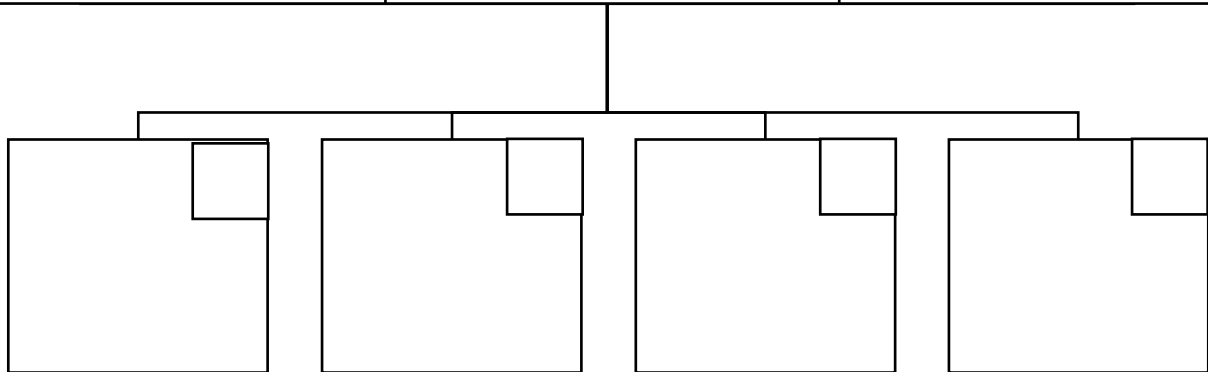


Item

Recent statistics show that girls are consistently out performing boys at both Key stage 2 and GCSE. The gap at A Level is smaller and less significant particularly in Maths and science based subjects. The rise of feminism is often attributed with causing these trends but other factors such as changes in the job market and gender role socialisation have also played a role.

Applying material from the Item, analyse two external factors which account for the for gender differences in achievement

| Command Words | Topic | Focus |
|---------------|-------|-------|
| | | |



Essay Practice

ITEM:

Since 1989 there has been a growing gap in gender and achievement, with girls outperforming boys at all levels, except in science and maths at A Level. One of the reasons put forward to explain this trend has been the raising of girl's aspirations both in and out of school. However, others would argue that a crisis of masculinity has led to the fall in boys' achievement.

Applying material from the item and your own knowledge, evaluate the external factors which explain trends in gender and educational achievement.

| Command Words | Topic | Focus | Evaluation Stem |
|---------------|-------|-------|-----------------|
| | | | |

| Context | |
|------------|--|
| Background | |
| Definition | |
| Trend | |

I chose to remove:

Because

I chose to remove:

Because

I chose to remove:

Because

| |
|------------------------------------|
| Turn the Question Singular: |
| Your Answer: |

Subject Choice

WHAT YOU NEED TO KNOW:

- Trends relating to subject choice at GCSE and A-Level
- Consider the factors which affect subject choice according Gender, Ethnicity and Class.

KEY TERMS FOR THIS TOPIC

- GCSE
- A Levels
- Vocational Education
- Gender Role Socialisation
- Gendered Subject image
- Gender Identities
- Peer Pressure
- Ethnocentric Curriculum
- EAL
- Material Factors
- Cultural Factors
- Labelling
- Globalisation

KEY THINKERS

- Norman
- Murphey & Elwood
- Browne & Ross
- Kelly
- Paechter
- Dewar
- Becker
- Leonard
- Ball

RESOURCES

- Webb, Westergaard, Trobe and Townend: p59 - 62
- Browne: p73 - 75
- Hodder: p69 - 70

WEBSITES



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VIDEO CLIPS



Esher Sociology



Stephen Joel



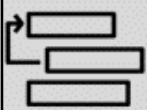
Tutor2U



NOTE TAKING

To ensure that your notes are complete and cover all the necessary content, you need to make sure that you are answering each of the questions below.

| The Trends | Gender | Ethnicity | Social Class |
|--|---|--|---|
| Outline the trend in subject choice at each of these levels: <ul style="list-style-type: none"> • Key Stage 4 (GCSE) • Key Stage 5 (6thForm) • Vocational education | How can gender role socialisation impact subject choice at GCSE and A-Level? | How might the ethnocentric curriculum impact students choice of subjects at GCSE and A Level? | How might material factors impact a students choice of subject at GCSE and A Level? |
| | In what way are subject gendered in schools and what impact does this have on subject choice? | How might having English as a Second Language impact a students choice of subject at GCSE and A Level? | How might Cultural factors impact a students choice of subject at GCSE and A Level? |
| | How can peer groups and pupil identities impact subject choice at GCSE and A Level? | How much impact do these factors have on subject choice at GCSE and A – Level? | How might pupil labelling impact a students choice of subject at GCSE and A Level? |
| | How much impact do these factors have on subject choice at GCSE and A – Level? | How much impact do these factors have on subject choice at GCSE and A – Level? | How much impact do these factors have on subject choice at GCSE and A – Level? |



PRIORITISATION

Once you have taken your notes, colour code the question according to your level of confidence.

| | | | |
|--------------|----------------|------------------|-------------|
| Don't get it | Need some help | Fairly confident | I got this! |
|--------------|----------------|------------------|-------------|



CONSOLIDATION TASK

For each of the factors impacting subject choice at GCSE and Post 16 diamond rank them according to how impactful you think they are on the decision of which subjects to take. Remember to explain your reasoning at each point and include sociological concepts, terms and ideas.

Hidden costs of the course

Ethnocentric curriculum

English as an additional language

Cultural deprivation

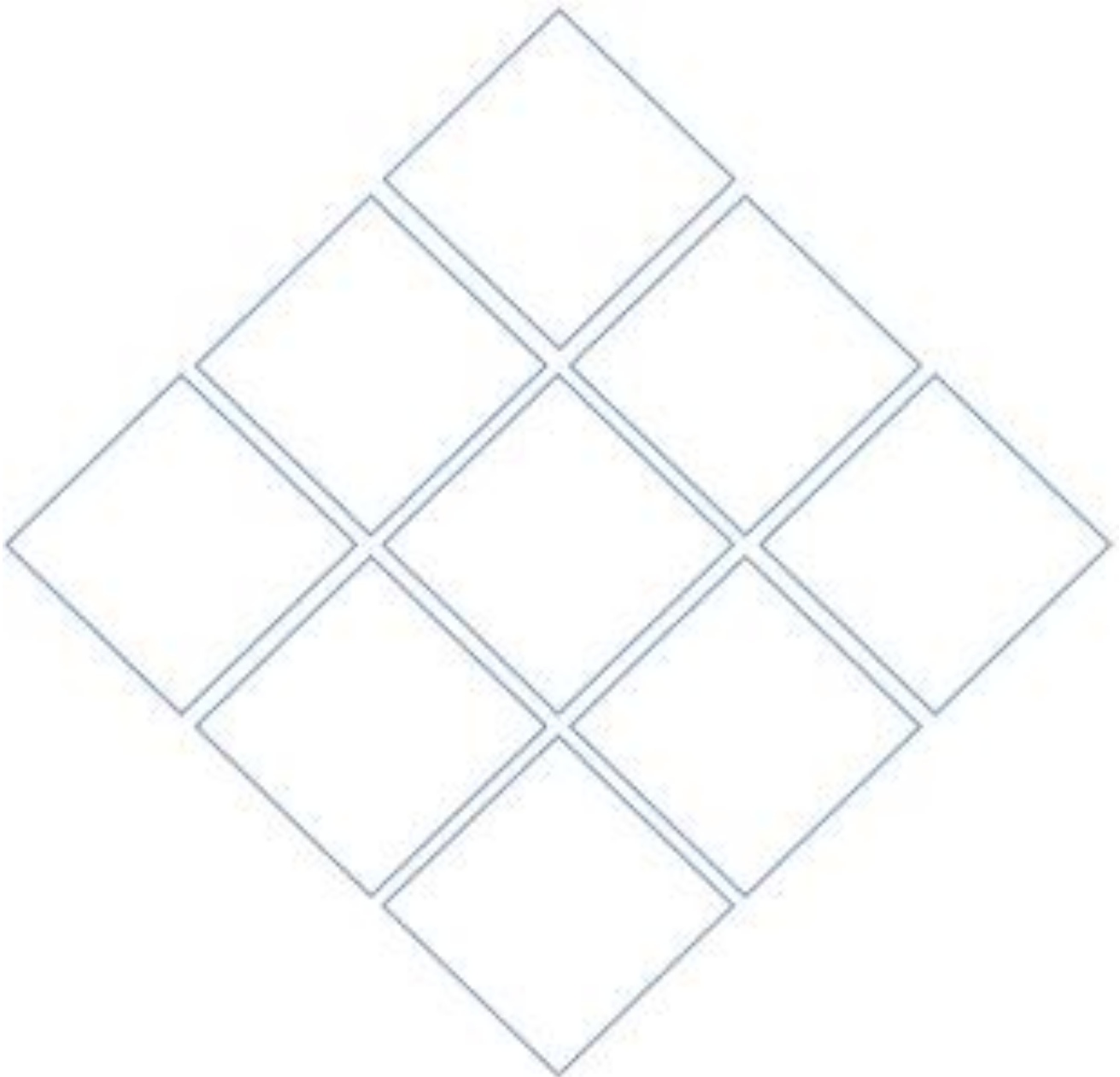
Gendered subject image

Peer Group pressures

Changes in employment

Gender Role socialisation

Labelling



4 or 6 Mark Questions

Outline THREE factors that link gender and subject choice.

| | | |
|--|--|--|
| | | |
| | | |

Outline THREE factors that link ethnicity and subject choice.

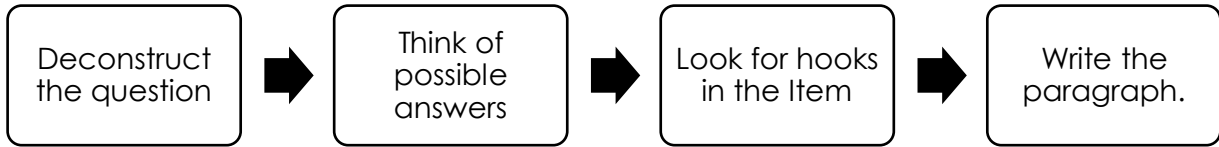
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Outline THREE factors that link Class and subject choice.

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10 Mark with Item Planner

The Planning Process

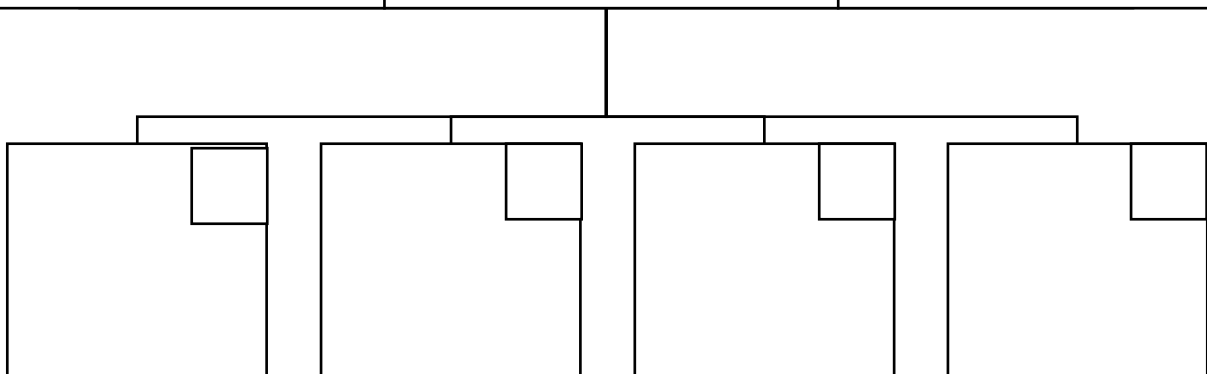


Item

In most secondary schools students will make their GCSE choices at the end of year 8 or year 9. A number of factors will be taken into account when choosing a subject to study at GCSE many of which may not be a conscious thought. For example students may have unconscious bias towards certain subjects seeing them as posh or too expensive. The reputation of a subject may also play a role when students are considering their future studies or career ideas as some subjects are seen as being employable than others or necessary for certain career paths.

Applying material from the item, analyse two ways that social class affects subject choice.

| Command Words | Topic | Focus |
|---------------|-------|-------|
| | | |



Essay Practice

ITEM:

In general students in the UK choose their GCSE subjects in either year 8 or year 9 of their secondary school career. At this time the students have to decide from a range of subjects, some they have studied before and others that are completely new to them. The choice of which subjects to take can have a number of factors including the image of the subject as well as peer group pressures. It is also argued that gender role socialisation also has a big impact on the types of subjects students choose to study at Key Stage 4 and 5.

Applying material from the item and your own knowledge, evaluate the view that differences in subject choice are mainly the result of the influence of wider society.

| Command Words | Topic | Focus | Evaluation Stem |
|---------------|-------|-------|-----------------|
| | | | |

| Turn the question binary [yes/no question] |
|--|
| |

| Context | |
|------------|--|
| Background | |
| Definition | |
| Trend | |

| Content | | |
|------------------|-----|---------|
| Sentence Starter | FOR | AGAINST |
| | 1 | |
| 2 | | |
| 3 | | |
| 4 | | |

