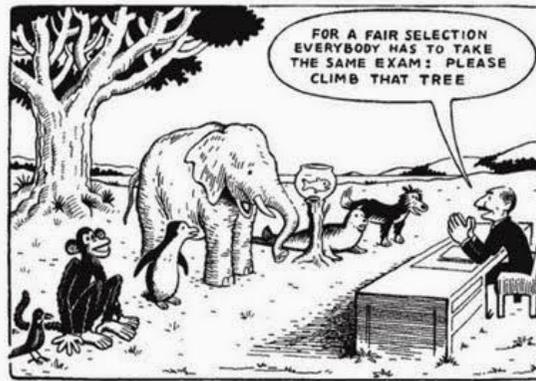
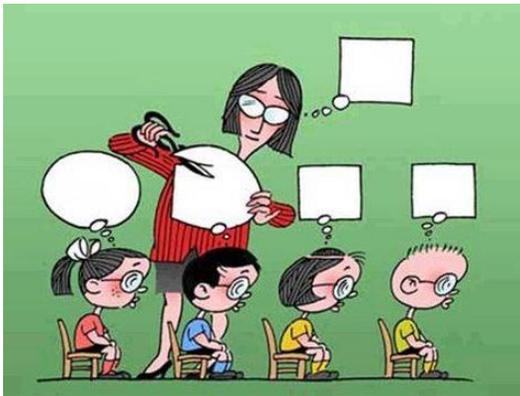


AQA GCSE Sociology

Knowledge Organiser Education



Name:

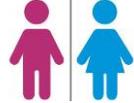
Class:

The Functions of education:

<u>Roles of education</u>	<u>Description and example</u>	<u>Sociological views on the role</u>
Selective role – choosing the most able people for the most important jobs	The education acts like a sieve to sort students into the correct job roles. Society needs a diverse workforce with a variety of roles in order to function. All jobs are important for society to function	<p>Functionalists believe that education teaches the skills necessary for the work place which benefits the economy.</p> <p>Marxists see this as only benefitting the middle classes as working class children will end up in working class jobs.</p>
The political role – teaching people to be effective citizens and creating social cohesion	The idea that teaching the norms and values of British culture develops a sense of 'Britishness'.	<p>According to functionalists, people learn about society through education and in doing so they accept the political system, and are able to vote wisely at election time.</p> <p>Marxists disagree, they say that only certain political opinions and ideas are tolerated in education—those accepted by the bourgeoisie. Radical ideas of are rejected.</p>
Social control Role - teaches us to accept rules and authority to keep society running smoothly.	Education teaches us to accept rules and authority to keep society running smoothly.	<p>Functionalists say school should act as an agent of social control by teaching rules such as obedience and punctuality. In this way people learn to conform to rules and authority in later life.</p> <p>Marxists see social control at school as benefitting the bourgeoisie by reflecting social control in the wider society, e.g. obeying a teacher is seen as preparation for obeying a boss in the workplace</p>
Economic role - Teaching us the skills needed for work	School teaches the norms and values that are important in British culture.	<p>Functionalists say school teaches literacy, numeracy, and vocational courses, which aim to train young people for the world of work. Education therefore prepares young people for their future occupational (job) roles and this benefits the economy.</p> <p>Marxists say education reinforces the class system because children from the working classes learn the skills necessary for lower-status occupations, while children from middle and upper classes gain qualification needed for higher-status occupations.</p>
Socialisation role -	Schools build on Primary socialisation. It helps children to develop an understanding of the norms and Values of society.	<p>Functionalists see education as teaching the norms and values of society to a new generation. School is seen as an agent of secondary socialisation, teaching children from different backgrounds a common culture, beliefs and expectations.</p> <p>Marxists see education as socialising individuals into accepting the values of the bourgeoisie, e.g. valuing hard work in school is seen as preparing the future workforce of hard work.</p>

The Hidden curriculum

Feature	Description and Examples
Social control 	Schools teach rules, regulations, obedience and respect for authority.
Competition 	Schools encourage competition as society is based on competition. For example there is always competition for jobs.
Lack of power 	In schools today you may be prefects or leaders, sit on a school council, discuss, and debate in the classroom. Actual powers are limited. You will be very unlikely to have any say in financial or subject decisions made by the leadership team.
Hierarchy 	Students learn about hierarchy in schools i.e. those at the top and those at the bottom.
Lack of satisfaction 	Some critics of schools argue that the school day is purposely taken up by meaningless and boring activities which prepare people for boring, meaningless and repetitive jobs.

Feature	Description and Example
Gender role allocation 	There is a link between expectations, subject choice and gender in school and gender role allocation in the wider society. In other words, job segregation begins at school.
Inequalities 	We still have a relatively 'white' curriculum in our education system. A lot of topics for study, many of the authors and a lot of the illustrations still tend to focus on white history, for example. We learn that the more intelligent you are, the more likely you are to gain the teachers praise, to win awards and to be seen as a 'good' student. Many argue this teaches us to accept that we will not be treated the same in society and that this is normal and acceptable.

Within schools, there are two types of education – formal and informal:

Formal education	Subjects that are studied and examined in schools and colleges Example: Sociology, History, English for example.
Informal education (also known as the hidden curriculum)	Non-directed learning that occurs and does not have a curriculum to follow. Example: Learning of rules, routines, relationships, discipline, gender roles and expectations.

Functionalist view of education-

<u>In a nutshell:</u>	<u>Criticisms</u>
<ul style="list-style-type: none"> ✓ There is a link between education and other institutions ✓ Education is an important agency of socialisation ✓ Education helps to maintain social stability and social cohesion ✓ Education prepares young people for adulthood and working life ✓ Education passes on core values of society so that young people know what to expect ✓ Education teaches specialist skills for work 	<p>Functionalists ignore the inequalities that exist in education.</p> <p>Many groups in society underachieve more than other groups.</p> <p>They assume the educational system is beneficial to all- they are ignoring those who have negative experiences in school</p>

<u>Key study: Durkheim</u>	
Social Solidarity:	<ul style="list-style-type: none"> • Durkheim believed the main purpose of education was to teach young people society's norms and values. He believed this would unite members of society and prevent individuals from being selfish – creating social solidarity. • This happens because children learned shared values from the hidden curriculum and through subjects such as history which instil a sense of shared past and commitment to wider society.
Society in Miniature	<ul style="list-style-type: none"> • Schools are 'society in miniature' they prepare people for wider society where adults have to cooperate with people who are not family or friends, such as colleagues or even strangers. • Schools set rules and guidelines which teach children how to interact with other people which prepares them for following society's rules when they have to interact with people they do not have a personal connection with.
Skills for Work:	<ul style="list-style-type: none"> • For goods or services to be made, many different specialists need to cooperate and work together. • Every individual needs to learn specialist skills to help them in the workplace and children can learn skills for their future jobs from the education system.
<p><u>Criticisms of Durkheim:</u></p> <ul style="list-style-type: none"> • Durkheim says education transmits a shared culture, but there may not be one single culture in a multi-cultural society. This links to the debate on what we mean by 'British values'. • The education system actually teach the skills needed for the workplace? • Marxists: the culture being transmitted is one that benefits the ruling class, not society as a whole • Feminists: the culture being transmitted is one that benefits men and is patriarchal. • Not all students come to accept the values of society that are being are being taught, some rebel. 	

Key study: Parsons

According to Parsons, education acts as bridge between the family and wider society where students prepare for their adult roles. He said this happens because schools are **meritocratic** and **allocate roles** to students.

Achieved status People have achieved status in society – they earn their rewards (e.g. you get a good job from hard work and good qualifications)

Meritocracy Students' achievements are based on their abilities and efforts and not on social class, gender or ethnicity. The education system mirrors the wider society because society is based on achieved status of abilities and effort.

Particularistic Standards: A child has **ascribed status** (e.g. eldest girl) and the family treat and judge their child individually based on their values and norms.



Role Allocation Schools matches people to their correct jobs based on their ability. This is **role allocation**. Based on their qualifications, the most able should reach the top jobs in society and this is fair because the system is meritocratic

Universalistic Standards: A person is judged against norms and values which are the same for everyone (e.g. the law is the same for all people - universal).

Criticism of Parsons

- Marxists: the values being transmitted are ones that benefit the ruling class, not society as a whole
- Feminists: the education system is not meritocratic; gender can have an influence on achievement and subject choice
- Role allocation has been criticised because some of the highest earners in society have left school with no qualifications

Glossary spot

Key term	Definition
Agent of social control	The groups in society that control people's behaviour
Formal learning	Subjects studies in the school curriculum
Hidden curriculum	Things learned in school that are not formally taught, e.g valuing punctuality or obedience
Meritocratic	Where people's achievements are based on their own talents and efforts, instead of their background
Role allocation	Young people are sifted and sorted in terms of their talents and abilities into particular roles in the future e.g. academic people become doctors and lawyers
Secondary socialisation	Learning social norms and values through agents such as education, peer groups, media
Social cohesion	Idea that people should have a shared set of values to unite society and bring people together
Social mobility:	Movement up or down between layers or strata in society (intra-generational = moving from one class to another)
Social solidarity	When a group has unity based on a shared set of values

Marxism and Education

Marxism is a critical perspective of society so they view the role of education in society in a critical way, seeing it as a form of social control that creates obedient and passive workers for the capitalist economy. Marxists also argue that education reproduces the class inequalities by ensuring that working-class students are less likely to achieve good qualifications and therefore go into the lower paid jobs.

<u>In a nutshell: The Marxist Perspective</u>	<u>Criticisms of the Marxist Perspective</u>
<ul style="list-style-type: none"> • Education prepares young people for capitalist society • Children are socialised into their class positions • Education is not meritocratic • The education system acts as a means of social control, encouraging conformity • The hidden curriculum prepares them for their place in society (hierarchy)- this is not a good thing 	<p>Functionalists disagree and say education is meritocratic</p> <p>Marxists assume that young people have no real ability to make choices or have control over what happens to them.</p> <p>Marxists exaggerate the extent to which schools provide a willing and qualified workforce</p> <p>Fails to consider other factors that may affect educational achievement e.g. ethnicity, gender.</p> <p>Doesn't acknowledge any positives of the education system.</p>

Key study: Bowles and Gintis: Schooling in capitalist America

Bowles and Gintis see the role of the education as reproducing a workforce with the characteristics that help capitalism continue e.g. hard work, disciplined, obedient. In their study of 237 New York high school students they found that schools reward students who display these characteristics, while students who show greater independence and creative thinking are more likely to gain lower grades.

Key point	Description
Correspondence principle	<p>The idea that school mirrors the workplace. What is expected and valued in school is what is expected and valued in the workplace.</p> <p><u>Example:</u></p> <ol style="list-style-type: none"> 1. Students obey rules -> Employees learn not to question the boss 2. Students learn to accept the hierarchy of staff -> Manager or bosses have authority over them.
The myth of meritocracy	<p>Bowles and Gintis say 'myth of meritocracy', people are led to believe the rich deserve paying jobs because they have earned them. Bowles and Gintis suggest say this is a lie. Class determines whether someone does well; the higher classes succeed and the lower classes fail.</p>

Criticisms of Bowles and Gintis' Marxist approach

- Businesses these days do not want passive and unthinking workers, they want creative and independent workers capable of taking on responsibility and developing new ideas as part of a team.
- Bowles and Gintis' view is too deterministic—it assumes all working class children will accept the values being taught by the hidden curriculum. But many students reject the values and rebel

How is the education system organised in contemporary

Britain

<u>School type</u>	<u>Description</u>
Pre-School Education:	This refers to the care and education of children under the age of 5 years. It can take a variety of forms: <ol style="list-style-type: none"> 1. Day nurseries (these can be state (LEA), voluntary or privately run). 2. Playgroups, which provide care and learning experiences mainly for 3-5 year olds. E.g. 3. Nursery education (this may be provided in a nursery school or in a nursery class attached to a primary school).
Primary Education:	This refers to infant and junior schools, which usually are co-educational (they take both boys and girls) and tend to take students from a local area from age 5-11. Most primary education is provided by the state but some schools are private and fees must be paid by parents.
Secondary Education:	Students from the ages of 11-16 years, although many may also provide sixth form education up to the age of 18. Most are provided by the state in comprehensive schools. Other types of schools such as grammar schools, academies, free schools and faith schools also provide state funded education where parents do not have to pay fees.
Further Education: (FE)	From 16-18 years students can study for a range of qualifications (for example, A Levels) at sixth form colleges or further education colleges. Instead, they can take skills courses and apprenticeships or seek employment which includes training.
Higher Education: (HE)	The higher education sector include universities that provide higher level academic and vocational courses (such as degrees)

Type	Description	Evaluation points
Academy	Academies are managed schools set up by sponsors from business, faith or voluntary groups. These schools have greater control over their finances, the curriculum and teacher's pay and conditions.	Worries over staffing
Faith schools	Faith schools are mostly run in the same way as state schools. Their faith status is often reflected in their religious education curriculum, admissions criteria and staffing policies. RS a core subject in these types of schools with 10% of the timetable being given to RS,	Admissions policies and staffing
Free Schools	Free schools are normally brand new schools set up by teachers, charities, the community or faith groups, universities or groups of parents where there is parental demand. They are set up as academies and are funded in the same way – directly from central government.	Can be seen as selective and favoring m/class families
Grammar schools	Grammar schools select all or most of their pupils based on academic ability	Based on ability can reproduce class inequalities as
State-funded comprehensive schools	Comprehensive schools aim to educate all pupils regardless of their ability or background. The aim is to ensure that all children have access to the same level and quality of education.	
Special schools	Pupils at a special school have been assessed and given a statement of special needs (SEN). These may include learning difficulties or physical disabilities. Some special schools are funded by the local authority and some are independent	Can leave students feel segregated from other non-special students
Private / Independent schools	Independent schools set their own curriculum and admissions policies. They are funded by fees paid for by parents and investors.	Seen as elitist and reproducing social class inequalities
Specialist schools	These receive additional funding to support a subject expertise, and are able to select up to 10% of their students based on their ability in this subject. They are an important part of the government's ability to raise standards in secondary education.	

Key historical changes in Britain's education system:

1944 Butler Education Act

Before this policy was introduced many working class children didn't go to school or left early to work in factories and other places. The aim was to introduce a fairer system where every child received an education based on their own academic ability, not what their parents could afford. The result was the **tripartite system**.

Children's ability was tested at the age of 11 by the **11-plus exam** and based on these results children went to one of three types of school:

<u>Secondary Modern</u>	<u>Secondary Technical</u>	<u>Grammar</u>
General education for less academic students.	Practical education, e.g. crafts, skills.	Academic education for more academic students.

- Critics argued that the 11+ exam gave middle class students an advantage as they were more likely to have been prepared – therefore very few working class students passed the tests.
- Some sociologists argue that the tripartite system worsened social class divisions:
 - Middle class students went to grammar schools while working class students went to secondary modern schools.
 - This meant students did not mix and working class pupils got a poorer quality education as money and good teachers went to the grammar schools.

<u>Key term</u>	<u>Definition</u>
11-plus exam	an exam given in the last year of primary school to determine entry to grammar schools
Comprehensive system	a system introduced in 1965 where all children attend the same type of secondary school regardless of ability
Mixed-ability groups	where children of different abilities are put together in one class or group
Tripartite system	created by the 1944 Education Act, this system used the 11-plus exam to determine which students should go to one of three types of school e.g. grammar, secondary modern or technical

1965 Comprehensive system

In 1965, the Labour government reorganised secondary education so that all students would attend the same school. This is known as the 'comprehensive' school.

Benefits	Problems
<ul style="list-style-type: none"> • Social reasons: social barriers are broken down as children from all backgrounds mix together. • Educational reasons: no child is labelled as a 'failure' by not passing the entry exam so it's fairer. • Geographical reasons: all children from the catchment area (area of a city) go to their local school so children of all abilities have the same, equal opportunities. 	<ul style="list-style-type: none"> • Parents don't get a choice in picking a school because each child is expected to go to their local school, no matter how good or bad that school's reputation. • More academically able students are held back by the less able, particularly in mixed-ability groups. • Comprehensives can accept lower standards compared to grammar schools as grammar schools have more middle class children and so tend to expect more middle-class standards.

Do comprehensives break down class barriers?

- Comprehensives are not really mixed social class, as they are based on a local neighbourhood e.g. inner-city comprehensives are usually working class and suburban ones are usually middle-class.
- Some argue that most comprehensives are not really comprehensive at all because, for instance, they stream or band students within the school according to ability. Critics claim that streams reflect social class differences.

Alternative forms of educational provision

Home schooling means parents or tutors teaching at home. It is a legal alternative to schools but concerns have been raised about how good the standards of learning are and if it's affecting the social development of children. Home education is when a child is educated at home rather than at school. It's perfectly legal in the UK to educate your child at home and you don't need to be a qualified teacher to do so. Children who are home educated receive all their education from their parents or carers, sometimes with the help of outside tutors. If you decide to home educate your child you don't have to follow formal rules about how you teach or when you teach. De-schooling is the process of removing your child from school life, getting them used to being taught without time constraints/deadlines/classroom environment.

Reasons	<u>Positives</u>
Parents may religious reasons.	Individual attention and instruction (a teacher will have a class of 28 or 30) with home education,
The child may start off in school but later be taken out and educated at home – for example a child may have special needs or be unhappy at school in some way.	Can tailor a child's education precisely, working at their pace, to their specific need (SEN) answering questions as they come up.
Sometimes parents feel that the methods of teaching in school are not right for their child and that they can provide a better education for them at home.	Children's interests can be followed. Some home educators choose to use a curriculum, or follow school subjects,
Parents sometimes home educate because they can't get a place for their child in a school of their choice.	More time for relaxation and flexibility with holidays. Lack of peer pressure.
	<u>Negatives:</u>
	it can be expensive
	There's a fee for every exam taken as a private student. There could be a lack of friends when educated at home.
	Home education can feel isolating. This is particularly so if you live in an area where there are no other home educating families around.
	Home educated students don't have careers advisors to help or Head teachers to give references

De-schooling

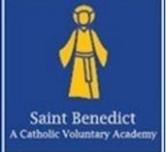
Ilich (95) argues that schools repress children and promote passive conformity rather than developing creative individuals able to think for themselves.

He argues that the school fails those who don't conform or who question the role of education. He argues for de-schooling, suggesting that education in its current form should be abolished, with people instead encouraged to pursue knowledge and skills in smaller networks with like-minded individuals rather than attending schools.

KEY TERMS

Term	Definition
Co-educational	The education of students of both sexes at the same school
De-schooling:	The idea that the education system as it is currently organised should be abolished
Home education (or home schooling)	Teaching children at home by either parents or private tutors
Vocational education	Work-related education e.g. Apprenticeships

Internal factors that affect achievement

Factor	Description	
Setting and streaming 	Pupils are sorted into classes according to their ability based on a subject-by-subject basis, for example top set English or bottom set for Maths.	
	Advantages <ul style="list-style-type: none"> • Students receive a level of work that is appropriate to their needs and abilities • Teachers will be able to produce materials and lessons that meet their needs more effectively • Stretches the brightest pupils, whilst allowing the less able to work at their own level and pace. • Easier to teach pupils of one ability 	Disadvantages <ul style="list-style-type: none"> • Students in the lower streams tend to be disheartened and this may result in them not trying to improve • Even if these students are not disheartened, teachers may pay less attention to the students in the lower stream than to those in the higher stream. • Streaming is often linked to social class- lower-stream students are mainly working class.
Subcultures  <p><small>"It looks like you have everything under control"</small></p>	Pupil subcultures are groups of children who share the same norms, values and behaviour. This gives them a sense of group identity providing them with support and peer group status. However, these values and norms may differ from the dominant school subculture within the school. These subcultures can be positive school or anti-school subcultures and can have either a positive or negative effect on pupil achievement	
Labelling and self-fulfilling prophecy 	Teachers are unavoidably involved in making judgements about pupils. Pupils' are continuously assessed and placed in particular classes based on the label they have been given. <ul style="list-style-type: none"> • The "halo effect": labelling a student as bright, based on early impressions. • If teachers have low expectations of working-class children they may see the student as only being capable of reaching a certain level of academic achievement, and may see no point in trying to develop the student's performance any further- this is called a self-fulfilling prophecy. 	
School Ethos: 	The ethos of a school refers to the character, atmosphere and climate of a school. This might include an emphasis on academic achievement, the moral, spiritual and religious development of pupils, zero tolerance for bullying and racism or active participation in school life.	

Core study: Willis: Learning to labour-subcultures

Willis's research combined both Marxist and Interactionist approaches. He agrees that education serves capitalism like Bowles and Gintis but he argued that working class students are not simply brainwashed into ruling class values without questioning them. He argued that some students resist them in the form of anti/counter school subcultures.

Lacey (1970) found that one of the effects of streaming is the development of **anti-school subcultures**.

These are also known as counter school subcultures. These students reject the academic values.

Instead of gaining status through achieving high grades, they misbehave and ignore teacher's instructions in order to gain status amongst their peers.

Ball's research on banding and teacher expectations

Ball found that teachers had higher expectations of those children in the top sets or streams so they 'pushed' the children in these top sets even more. Ball found children placed in the lower bands or streams were taught with lower expectations.

Students in the top sets achieved better grades and went onto university while those in the lower sets could get fewer or 'lesser' qualifications.

Differential educational achievement: Social Class

Factor	Explanation and link to social class achievement	Evidence						
Material Deprivation: 	<p>The idea that working class children cannot afford the materials needed to be successful at school</p> <p>They might live in cold and overcrowded houses</p>	<p>Cooper and Kitty found: money makes a difference as some pupils might be able to buy:</p> <ol style="list-style-type: none"> 1. Textbooks 2. Uniform 3. A private tutor 						
Cultural Deprivation: 	<p>Working class children lack of the norms, values and attitudes to be successful in education. Cultural deprivation may include: Parents attitudes to schools</p> <p>Includes a lack of experiences such as visiting museums and going on holiday, a lack of parental attitude/interest in education.</p>	<p>Bourdieu argues: middle class children have the cultural capital needed to be successful in education – this makes them more successful</p> <p>Lack of cultural experiences for example museum visits Lack of support with homework</p>						
Speech Codes: 	<p>Working class children lack the language skills needed to be successful in schools.</p> <p>Schools are middle class institutions – middle class students can access the language more than working class students can.</p>	<p>Bernstein found differences between how the working class and middle classes spoke:</p> <table border="1" data-bbox="963 790 1444 981"> <thead> <tr> <th>Elaborate code</th> <th>Restricted code</th> </tr> </thead> <tbody> <tr> <td>Greater vocabulary</td> <td>Simple sentences</td> </tr> <tr> <td>Correct grammar</td> <td>Grammar mistakes</td> </tr> </tbody> </table>	Elaborate code	Restricted code	Greater vocabulary	Simple sentences	Correct grammar	Grammar mistakes
Elaborate code	Restricted code							
Greater vocabulary	Simple sentences							
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Teacher Pupil Interactions 	<p>Teachers are unavoidably involved in making judgements about pupils. Pupils' are continuously assessed and placed in particular classes based on the label they have been given.</p>	<p>Becker interviewed 60 high school teachers and found that they had judged their pupils based on their appearance, language and attitude. Becker argued that middle-class pupils were more likely to be seen as 'the ideal pupil'</p>						
Setting and Streaming 	<p>Middle class students are more likely to be placed into higher sets</p> <p>Working class students are more likely to be placed into lower sets</p>	<p>Ball found that middle class pupils were more likely to be placed in higher sets and streams than their working class counter parents were.</p>						
Working-class Subculture 	<p>Some working class students rebel against school and form anti- school subcultures</p>	<p>Willis found observed 12 working class boys from a school in the midlands and found that there was an anti-school subculture</p>						

Evidence of the gap:

One way in which researchers attempt to measure social class is the eligibility of children for free school meals.

Children who live in low incomes are eligible for free school meals (FSM). Children are eligible for free school meals if parents receive certain benefits, for example income support and child tax credit. Statistics show that children who are eligible for FSM:

- Only 54% of pupils eligible for FSM reach the expected level of progress at KS2.
- Are disproportionately likely to be in care and/or have special educational needs.
- Are more likely to start school unable to read
- Are more likely to be placed in the low streams and sets
- Only 1/3 get 5 or more GCSE A*-C
- Are less likely to go on to further education and higher education.

School receive **pupil premium** which is additional funding for state-funded schools in England to raise the attainment of disadvantaged pupils of all abilities to close the gap between them and their peers.

Pupil premium funding is available to schools for each child registered as eligible for free schools meals at any point in the last six years.

Material Deprivation

A lack of money can mean cold and overcrowded houses, inadequate levels of food and nutrition, a lack of books and computers, limited internet access, lost opportunities for school trips and sports equipment.

Middle-class children may therefore have a head start as their high social class position and income may lead to better-quality housing and a greater availability of books and study facilities at home e.g. their own room, internet access, private tuition.

Different values

Middle Class Values	Working Class Values
Desire for control over their lives.	A more passive attitude to life, believe it's out of their control
Emphasis on future planning	Emphasis on present or past
'differed gratification' – being prepared to make sacrifices now to fulfill future ambitions. Sacrificing money and time now to ensure a better future	Parents socialise their children to live for the moment and not to plan for the future (present gratification).
Work hard at school, and to strive for individual success. These values are highly thought of by teachers in school. Teachers probably like these values because they themselves are usually middle class.	Taught by their parents to accept their place in society and that there is nothing they can do to change their situation. Therefore, less likely to work hard at school.

Parents' attitude

Key study: Ball S. J. Bowe R. and Gerwitz S. "Market forces and parental choice."

Research by Ball, Bowe and Gerwitz investigated the process of choosing a secondary school They studies 15 schools in neighbouring LEAs (Local Educational Authorities) with different population profiles e.g. different classes and ethnicities.

They found that middle-class parents had a significant advantage over working - class parents when selecting a school for their child because:

- They had knowledge and contacts for finding the best school for their child
- Money to send their children to better but more distant schools, or even more into the catchment area of the best schools
- Cultural capital and material resources to ensure success. Working-class parents lacked the cultural capital and material resource required.

Some argue that the values parents pass onto their children can influence their attitude towards education

Gender and Educational achievement: Evidence

<u>Trends</u>	<u>Evidence in the form or studies to use in your answers</u>		
<p>2013 Teacher assessments showed that girls were out performing boys in literacy, language and maths</p> <p><u>Key Stage 1 -3</u></p> <p>Girls continue to do better in boys especially in English where the gap continues to widen but the gap begins to narrow in the sciences and maths.</p> <p><u>Key Stage</u></p>	<p><u>Harris</u></p> <p>Boys have low self-esteem and motivation and are less keen to struggle to overcome and improve</p> <p>Boys are also more easily distracted but girls are more willing to do homework</p>	<p><u>Moir and Moir</u></p> <p>Argue that schools are too “girl friendly” and now boys don’t learn in ways that suit them. With a focus on verbal skills and less competition.</p>	<p><u>Katz</u></p> <p>Argues that boys not trying is based upon a fear of ridicule and there is a peer pressure to not try.</p> <p>Also the growth in incompetent/ stupid male characters in the media has influence boys to have low self esteem in education</p>
<p>The average gap at KS4 stands about 10 points but the gap is increasing.</p> <p><u>Keys Stage</u></p> <p>The gap at A Level is much narrower than at GCSE but girls still out perform boys even in the so called ‘boys subjects’ such as maths and science.</p>	<p><u>Mitsos and Brown</u></p> <p>There work looks at how schools may affect different genders in education. For example gender stereotyping in textbooks or less role models for girls in science.</p>	<p><u>Murphy and Elwood</u></p> <p>Argue that children learn their gender roles within the home. This is due to parental expectations. This can influence the subjects that are chosen to study further.</p>	<p><u>Mac and Ghail</u></p> <p>Argues boys are experiencing a crisis of masculinity. Where the jobs they have been socialised into seeing for themselves are declining and being replaced with “female centric” jobs.</p>
<p><u>Vocational Education</u></p> <p>Although boys are more likely to take a vocational qualification than girls, girls are still more likely to receive a distinction.</p>	<p><u>Statistics show that girls:</u></p> <ol style="list-style-type: none"> 1. Do better at every stage in the National Curriculum tests in English and Science 2. Do better than boys in language and literacy 3. Are more successful than boys in most GCSE subjects, outperforming boys in every major subject 4. Are more likely to get three or more A-level passes and achieve higher average point scores than boys 5. Are more likely to get top First-class and Upper Second-class university degrees 		

Gender and education: Explanations for why girls are doing better than boys

	<u>Factor and Explanation</u>	<u>Impact on achievement</u>
<p>Legal changes and Equal opportunities Policies</p> 	<p>Government policies for education that have aimed to create more opportunities for girls to take part in what have traditionally been male subjects for example GIST & WISE. The national curriculum also levelled the playing field as girls and boys had to study the same subjects</p>	<p>These policies are the key reason for the changes in girls achievement as they removed many of the barriers faced by girls and has made education more meritocratic.</p>
<p>Changing expectations</p> 	<p>The 'Feminist Movement' has improved the rights of women as well as raising expectations & self-esteem/ motivation of women – women can now have aspirations beyond been a housewife and mother</p>	<p>Having role models to look up to in non traditional positions Girls are more likely to work harder to achieve these goals themselves which leads to them achieving more educationally</p>
<p>Socialisation</p> 	<p>Parents tend to buy girls different toys which encourages their language skills. Boys relate to their peers by being active, whilst girls relate by talking.</p>	<p>This puts girls at an advantage as most subjects need you to be good at writing and comprehension tasks – given the increased opportunities girls have the skills to do well</p>
<p>GCSE and coursework</p> 	<p>Course work was introduced in 1988. Before this the achievement gap was constant between 1979 and 1989, but once coursework was introduced girls began to out perform boys and the gap widened</p>	<p>Mitsos and Browne suggest that girls are more successful in coursework because they are more conscientious and better organised than boys which puts them at an advantage</p>
<p>Teacher / pupil interaction</p> 	<p>Teachers interact with girls and boys differently. Boys get more attention in the classroom but it is negative attention. Boys also tend to dominate in whole class discussion where as girls tend to be more democratic.</p>	
<p>Challenging stereotypes</p> 	<p>The removal of gender stereotypes from textbooks, reading schemes and has removed a barrier to girls aspirations and achievement. In the 1970's and 1980's girls were portrayed as wives and mothers and textbooks would reinforce this image as well as putting girls off science and maths</p>	<p>since the 1980's there has been significant change with teachers and textbooks challenging the traditional stereotypes which has led to greater achievement in girls as they are presented with more positive images of what they can achieve. League</p>

Gender and achievement: Boys achievement

Factor	Explanation	Impact on achievement
 <p>Literacy</p>	The 'Gender gap' is the result of poor literacy amongst males. Reading is seen as a feminine activity as it is generally mothers who read with their children. Bedroom culture –Girls are socialised to talk and discuss which increases their vocab.	Lower vocabulary limits achievement through language code and the ability of students to express ideas coherently.
 <p>Lack of male primary teachers</p>	Teaching is a feminine profession, and schools lack many 'real' men role models. This is especially critical at primary schools where women dominate.	This could help explain why learning is seen as 'girlie' by many boys and not worth their time.
 <p>Feminisation of education</p>	Schools do not nurture masculine traits, such as competitiveness and leadership and instead celebrate qualities such as attentiveness in class, methodical working Sewell thinks coursework should be replaced with exams and emphasis in outdoor education within the curriculum.	Boys become bored with education and schools
 <p>Laddish subcultures</p>	Boys gain status by joining anti-school subcultures. More disruptive –boys tend to get excluded more and seek status from exclusion. Doing well in school or asking for help leads to bullying and belief that they are weak.	Exclusion from school leads to underachievement.
 <p>Crisis of masculinity</p>	Due to globalisation (1980's) there has been a decline in heavy industries, such as iron and steel, engineering etc. Mitsos and Browne-decline in male employment opportunities has led to 'identity crises'	Results in belief that they will not get a 'proper job' and lose motivation to get grades.

Gender and subject choice:

Traditional subject choices		Subject choice patterns at different levels		
Boys	Girls	Trends in subject choice at GCSE	Trends in subject choice at A Level	Trends in subject choice: Vocational Education
Maths Science Technology	English Humanities Languages	There is very little choice given in the national curriculum and at GCSE however trends can be seen in options with boys taking more practical and vocational based subjects such as Business and girls opt more for the humanities and arts based subjects.	The difference in subject choice are much more apparent at A Level with wider choice available. Boys take technical subjects such as computing, physics and maths and girls taking subjects such as sociology, English and Languages.	Gender segregation is very noticeable within vocational education, with girls opting for careers which are more caring and traditionally female such as Child Care, Health and Beauty and Social Care. Boys tend to go for more technical courses such as mechanics, engineering and construction.

Patterns of educational attainment for ethnicity and achievement

What do the statistics tell us?

Statistics show that educational achievement is, to some extent, related to ethnicity. Students from some ethnic background tend to underachieve educationally (that is, they do not achieve their full potential and tend to perform relatively poorly in exams), while others over achieve.

Chinese	74.4
Indian	72.9
White and Asian parents	67.2
Irish	65.9
Bangladeshi	61.3
Any other mixed background	60.6
White and Black African parents	56.8
Black African	56.8
National	56.6
White British	56.4
Pakistani	51.4
White and Black Caribbean parents	49.0
Black Caribbean	47.0
Gypsy/Roma	8.2

Educational attainment among ethnic groups:

Percentage of pupils achieving 5+ A*-C GCSE grades including English and Maths, England, state-funded schools 2015:

Problems with using these statistics?

- Note that many studies use categories to classify ethnic groups that are too general. For example, studies that use the term 'Asian' would not allow us to see differences in achievement levels between Indian, Pakistani and Bangladeshi students.
- Most of the statistics produced do not allow us to examine the possible influence of social class background in relation to ethnicity.

Explaining the relationship between ethnicity and educational achievement

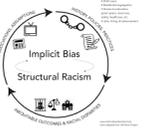
As with social class and gender, it is clear that factors other than nature or genetically inherited abilities may be more important in explaining the relative success or failure of different ethnic groups.

The Swann Committee, which was appointed by the government in 1985 to examine the position of ethnic minorities in the education system, ruled out IQ as a

KEY TERMS

Key term	Definition
Anti-school subculture	the values shared by a group of pupils that run counter to the values shared by a group of pupils that run counter to the values of the school as a whole
Biased	having a one-sided opinion
Counter-school subculture	a group within a school that rejects the values and norms of the school and replaces them with anti-school values and norms
Ethnocentric curriculum	the curriculum is seen as judging things in a biased way from the point of view of one culture, e.g. the National Curriculum may value white, Western literature, art, history etc.
Stereotype	fixed image or set of characteristics of particular groups such as women or ethnic minorities. Stereotypes are often based on prejudice

Explanation for differences in ethnic achievement: The role of school – the internal factors

<u>Factor</u>	<u>Description</u>	<u>More information</u>
<p>Types of school</p> 	<p>Different schools can achievement minority group students like Black Caribbean students are more likely to go to comprehensives schools.</p>	<p>Some research suggests that the main factors in explaining differences in educational attainment is not a student's ethnic background or culture but the school they attend.</p> <p>Smith and Tomlinson (1989), in a study of 18 comprehensive schools, identified differences between the types of schools the ethnic minorities attended. They found the better schools had better quality of teaching and resources available. They concluded that ethnic minority students who went to the better schools would do just as well as white students in these types of schools.</p>
<p>Labelling and Teacher Expectations</p> 	<p>Teachers may have stereotyped views due to a child's origin. For example teachers may have higher expectations of Asians they are considered hard working. Asian girls especially</p>	<p>Teachers have stereotyped views and expectations of students, which are influenced by the children's ethnicity. Teachers expect less, so these students do not receive as much encouragement as other students. However, as Mirza (1997) notes, there is evidence that young Africa-Caribbean girls have a strong desire and motivation to succeed, which may allow them to reject the negative labels given to them.</p> <p>Wright (1992) – Asian pupils also victims of labelling. British culture and standard English are seen as superior. Teachers assume Asians have a poor grasp of language so leave them out of class discussions or speak to them in a childish manner</p>
<p>The Hidden Curriculum</p> 	<p>Books and resources might be biased towards white European cultures. They may ignore or leave out minorities all together. Some sociologists explain the underachievement of some ethnic groups in terms of the hidden curriculum</p>	<p>For example, it is argued that subjects that students study (for instance, history) are biased towards a white European culture. Some books may present stereotypical images of some minority groups, or they may ignore ethnic minorities altogether. This may lead, for example, to a sense of not being valued for some students, which may, in turn, lead to underachieving. This is known as the ethnocentric curriculum.</p>
<p>Institutional Racism</p> 	<p>This is when the educational system unknowingly discriminates against some groups. Teachers may set minorities into lower sets. African- Caribbean students are more likely to be excluded from school as well.</p>	<p>Sewell (1998) examined the responses & strategies black pupils adopt to cope with racism. Studied boys in a secondary school and found that many teachers have a stereotype of 'black machismo' which sees all black boys as rebellious, anti-authority and anti-school. Black boys more likely to be excluded from school.</p>

Explanation for differences in ethnic achievement: The external factors

<u>Factor</u>	<u>Description</u>	<u>Evidence</u>
<p>Cultural Deprivation</p> 	<p>Minority groups may have different cultural values compared to those from mainstream society. Some minority groups place different levels of importance on education. Some groups such as Indian and Chinese see education as important and encourage children to work hard. However, some groups may not share the same ideas on education.</p>	<p>New Right – Charles Murray (1984)</p> <p>Argues that a high rate of lone-parenthood and lack of positive role models leads to the underachievement of some minorities. Cultural deprivation is a cycle – where inadequately socialised children from unstable families go on to fail at school & become inadequate parents themselves</p>
<p>Language</p> 	<p>Minority group students may be EAL (English as an additional language) or many children is not their first language, this places them at a disadvantage straight away because all of their lessons at school will be in English,</p>	<p>Bereiter & Engelmann (1966) consider the language spoken by low income black American families as inadequate for educational success</p>
<p>Material Deprivation:</p> 	<p>Many immigrant families achieve low income jobs and are therefore many minority group students are from working class background</p>	<p>Swann (1985) Estimated that social class accounts for at least 50% of the difference in achievement between ethnic groups. If we fail to take the different class positions of ethnic groups into account when we compare their educational achievements, there is a danger we will over-estimate the effects of cultural deprivation and under-estimate the effect of poverty and material deprivation</p>
<p>Parental Expectations and support</p> 	<p>Some minority group’s parents may have higher expectations of their students such as Asian and Indian parents. Whilst some show less interest.</p>	<p>Bhatti (1999) found that for some Asian parents, who were often poorly educated themselves, there was a strong desire to help their children’s education more. However, the parents in her sample felt frustration at their lack of knowledge about how the school worked and they felt the school didn’t understand or what to understand the children’s daily lives.</p>

Policy	Description	AO3: Evaluation
<p><u>1988 Education Reform Act: Under New Right. Introduced</u></p>	<p>National Curriculum: Core subjects for all. Science, Maths, English. Parental Choice: <u>Marketisation</u> – not allocated a school, choose. National Testing (SATs) Standardisation of attainment. Tested 7, 11, 14 and 16. OFSTED: school inspection to raise standards New Vocationalism: NVQ, GNVQ, YTS</p>	<p>+ more information and choice for parents + OFSTED and SATs help raise standards in education + schools more aware of employers needs</p> <hr/> <p>Ball the reforms make education less equal and more divisive as Middle class have more cultural capital to choose. (Marxist) New vocationalism reproduces young workers to be exploited by and accepting of capitalism - British children are tested more than children in Europe</p>
<p><u>New Labour and Policy 1997 – 2010: ‘Education, education, education!’</u></p>	<p>More Nursery places - Focus on Literacy and numeracy - Reduced Primary school class size - Home school contracts, target setting - Improve standards in Post16 – FE and training - <u>EAZ and SUREstart</u> in poorer areas - <u>New Deal</u> – lone parents back to work - <u>EMA</u></p>	<p>+ built many new schools in deprived areas and put in BSF building schools for the future +EAZ, EMA and reduction of class size helped reduce inequality + Trowler (2003) educational funding increased lots; more resources for deprived areas, lifelong learning enabled those who hadn’t achieved at school to try later.</p> <hr/> <p>-Marxists criticise New Labour for not reducing inequality of opportunity but increasing social class divisions through parental choice -introduction of tuition fees for University affected the working class more than Middle and Upper classes. -some say rise in exam success is because A Levels are ‘<u>dumbed down</u>’ -Wrongly assumed education could affect social change in other areas.</p>
<p><u>Coalition Government 2010 – present Day:</u></p>	<ul style="list-style-type: none"> - Free schools - English Baccalaureate for state schools - Rise in University tuition fees - Increase in Academies - Outstanding schools (OFSTED) opt out of LEA control - Privatisation of education - Linear exams (no more modular) - More powers for teachers to punish and search students 	<p>+ more parental choice and freedom -Lots of criticism for aiming education at the privileged and not raising equality of opportunity or Meritocracy. - Fears that the lower class pupils will not have opportunities to go to University. - Class divide widening – the gap between rich and poor</p>

Marketisation and educational achievement

<p><u>The 1988 Education Act (Conservative government)</u></p> <p>This government introduced Marketisation. This was the focus on parental choice, funding based on pupil numbers and more freedom for schools to make their own decisions.</p> <p>Education becomes like a product which parents and students would invest in.</p> <p>The National Curriculum was introduced in 1989 in all state schools. It established core subjects which all students must study.</p> <p>This would then include national tests at the end of key stage. The aim of this was to provide equality of education as all students took the same subjects. It also provided a measure of who was working above or below average.</p>	<p><u>How else has marketization influenced education?</u></p> <ol style="list-style-type: none"> 1. Parents can choose the type of school their child attends. 2. Schools must have a prospectus and hold open days. 3. League tables. 4. Students can now attend schools outside of their catchment area. 5. More students = more money = better facilities. 6. Parents encouraged giving feedback and acting as consumers (parentocracy). 	<p><u>Key study:</u></p> <p>Ball et al looked at 15 schools and focused on the effects that parental choice and competition between schools had on the education system. He wanted to know if it was leading to greater inequality between social groups.</p> <p>They found that the publication of league tables led to schools to focus in recruiting more academically able students who would get the results to boost them in the table. Some schools introduced setting and streaming in order to focus resources on students who were more likely to be successful in exams. Less able students were neglected and this also applied to students with special needs.</p> <p>Ball et al argued that marketization policies have made education less equal and that schools were now more concerned with selecting the gifted than helping those who are disadvantaged.</p>
<p><u>New Labour policy – 1997</u></p> <p>This government tried to raise standards through providing nursery places for 3 and 4 year olds, reducing class sizes, national literacy schemes and measuring progress made by students.</p> <p>They also tried to reduce inequality through EMA (post 16 education bursary), AIM higher programme to raise aspirations of higher education for disadvantaged students, Sure Start programme to support families with preschool children and Connexions services which helped young people make careers decisions.</p> <p>These policies were criticised as the services were not just used by working class children and therefore could have also benefitted the middle class.</p>	<p><u>Policies since 2010.</u></p> <p>Academies – all schools are encouraged to become academies. They are allowed to control their own funding and they do not have to follow the national curriculum.</p> <p><u>Free schools</u> Schools which are funded by the government but can be set up by groups such as parents or businesses. They do not have to follow the national curriculum.</p> <p><u>Pupil Premium</u> This is when funding is provided to schools to improve the education of disadvantaged students e.g. Text books or school trips. This was to encourage schools to take more disadvantaged students however some critics have argued that the funding gets used in other areas and not on these children</p>	

7 Education Key Studies – YOU MUST KNOW

Sociologist	Theory	Method	Key Findings
Parsons	Functionalist – Positive about Education	Work of other sociologists	School is a bridge between the home and wider society. School plays central role of secondary socialisation, taking over from family (primary). School teaches universal standards – e.g. same rules apply to everyone and everyone is judged the same. He believed in meritocracy where people are rewarded for the amount of work they put in. This links to role allocation – most appropriate jobs are given to those who are talented.
Durkheim	Functionalist – Positive about Education	Work of other sociologists	Main function of education is the transmission of normal and values in order to make society into a united whole. Education helps to develop a sense of commitment to society, thus preparing them for the wider world where co-operation is vital.
Bowles and Gintis	Marxist – Negative about Education	Interviews and secondary data	- They created the correspondence principle. This is when school mirrors the workplace and prepare children for their future roles as hardworking, docile, obedient and motivated workforce. - This is done through the hidden curriculum – unintended lessons learnt that are not a part of the curriculum but prepare you for your future job – e.g. respect authority.
Willis	Marxist - Negative about Education	Case study; Participant observation	Disagree with B+G as his research showed that school is not necessarily a good agency of socialisation (for capitalism). Found existence of a counter-culture who opposed the values of the school (the lads). They did not follow rules, were disobedient and hated attempts to control their time. Willis believed their rejection made them suitable candidates for working class jobs.
Ball	NA	Case study for 3 years (Beachside); Used participant observation.	Lower class students more likely to be in lower bands. Teachers had different expectations of different bands. Even in mixed ability classes labelling still happened.
Ball, Bowe and Gewirtz	NA	Interviews and secondary data in 15 schools	- Parental choice and competition has increased inequalities in education -They found middle class parents had knowledge, contacts and money to send their children to better and more distant schools. -Middle class parents also had cultural capital and material resources to ensure success.
Halsey, Heath and Ridge	NA	Face to face survey	- Survey of 8000 men from all 3 classes - service, intermediate, working -Found that the higher the class you are, the further in education you will go. -Service class boy 11 times more likely to go to university than working class.

Education Policies/Laws – You Must Know These To Use as Evidence

Name of Law/Policy	What did the policy/law change?
1870 Education Act	Made a commitment to provide education nationally .
1918 Education Act	The age of compulsory education was raised to 14 years old .
1944 Butler Act	The age of compulsory education was raised to 15 years old . The act introduced the 'tripartite' system whereby there types of schools were introduced to suit different types of students (after they did the 11+ exam). These were 1) Grammar schools (high able), 2) Secondary modern schools (middle/low ability) and 3) Secondary technical schools (school based on practical subjects for low ability).
1965 Comprehensivisation	Comprehensive schools were introduced. This merged all three schools from the tripartite system together into one . However setting and streaming still allowed the separation of students based on intelligence/ability .
1988 Education Reform Act	Introduced the 'marketisation of education' . This is when services like education become more like a business based on competition and consumer choice . This was introduced by the Conservative Government and it introduced the following: - 1) A national curriculum . 2) Introduced league tables to encourage competition . 3) Created OFSTED to monitor schools. 4) Schools could have more control over finances . 5) Parents no longer had to send child to local school but had a choice . 6) Greater focus on vocational education for less academic students .
1997 New Labour	Labour party took over and their focus was to reduce inequality and provide equal chance to all. Policies included the following: - 1) Introduced Academies – a new type of school partially funded by local businesses to tackle underperforming schools . 2) Free childcare for every pre-school child (women could return to work). 3) Early intervention/support was provided to improve chances from disadvantaged backgrounds . 4) Tuition fees for universities became based on parents income, meaning it was available to those who could afford it . 5) Introduced educational maintenance allowance (EMA) which is when a small amount of money was given to students from poor backgrounds to encourage students to attend further education.
Educational Policies since 2010	The Conservative Party joined with the Liberal Democrats and introduced the following: - 1) They cut EMA . 2) University fees increased to £9000 a year . 3) A student premium for disadvantaged students was introduced to provide additional classroom support/resources. 4) FSM were introduced from 2014 and every child in Year 1 to 3 were eligible . 5) Changed A-level system and reintroduced 2 year system . 6) Structure of GCSE grading was changed from A*-G to 9-1 . These policies were very controversial as they were based on spending cuts which effected equality of achievement.

Extra Education Sociologists – YOU DON'T HAVE TO KNOW BUT YOU CAN USE AS EVIDENCE!

Sociologist/s	Theory	Method	Key Findings
The Sutton Trust	N/A	N/A	Found independent school pupils are nearly 7 times as likely as pupils in comprehensive schools to be accepted into Oxford and Cambridge. This rises to 55 more times likely than the most disadvantaged pupils who are on FSM.
Pierre Bourdieu	Marxism	N/A	Suggested that middle class cultural capital is as valuable to education as material wealth. He believed the middle class had an advantage as they have cultural capital.
Basil Bernstein	Marxism	N/A	Argued that middle class parents passed on better language skills to their children which benefits them in education – these language skills were the same used by teachers.
Howard Becker	Interactionism	Interviewed 60 teachers	He found that children are labelled by teachers based on their appearance and conduct. He argued the middle class pupils were seen as ideal students. Labelling can lead to different classes being put into different sets.
Sue Sharpe	Feminism	N/A	In 1976 she found that girls priorities were love, marriage, husbands, children, jobs and careers. When she repeated the research in 1994 she found those priorities had changed to job, career and being able to support themselves.
McRobbie	Feminism	N/A	Argues that the bedroom culture of girls (girls spend time in their bedrooms chatting with their friends) can create their own subcultures. They chat and read, which allows them to develop communication skills that are valued in school.
Tony Sewell	N/A	N/A	He argued that girls are generally more willing to conform to school rules, where as boys are not.
Murphy and Elwood	N/A	N/A	Showed how early socialisation can lead to different subject choices in school. Boys read hobby books and information texts, while girls are more likely to read stories about people. This explains why boys prefer science subjects and girls prefer subjects such as English.
Cecile Wright	N/A	N/A	Found that in inner-city primary schools some teachers hold ethnic-based stereotypes with more positive expectations of Asians (especially girls). However Black Caribbean boys were labelled as disruptive and troublemakers.

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Education Statistics – You Must Know These To Use as Evidence

Topic	Statistic	What is the trend?
Private V State	% achieving 3 A*-A grades (A-Level): - State – 10.5% / Private – 29.5% % achieving 4 A-B grades (A-Level): - State - 17.6% / Private – 42.6%	Students who attend independent schools do better than those who attend state schools – this is for secondary schools and colleges/sixth forms. The statistic on the left is evidence of this.
FSM V Non-FSM	5 or more A*- C Grades (2015): - FSM – 33.1% / Non-FSM – 60.9%	This shows students who are not on FSM get better grades than those on FSM. There is a gap of 27.8% . Furthermore in every ethnic minority and both genders those on FSM get worse grades.
Girls V Boys	5 or more A*- C Grades (2015): - Girls – 58.9% / Boys – 49%	Girls are year on year achieving better grades than boys. The gap in 2015 (shown on the left) shows a gap of 9.9% There are a number of reasons for this.
Subject Choices	A Levels (2015) : - Boys – Computing 91.5%, Physics 79%, <u>Maths</u> 72% Girls: - Sociology 77%, Psychology 76%, English 72% & Art 76%	This shows striking differences in subject choices . Boys tend to pick more practical subjects whilst girls are picking more writing/Humanities/Language based subjects .
Ethnicity	5 or more A*- C Grades (2014/15): Chinese 87%, Indian 81% where as Pakistani 62% and Black Caribbean 58.1%	This shows Chinese and Indians are consistently getting the best grades . Black Caribbean are one of the lowest achieving ethnic minorities .
Exclusion Rates	2003/4: - Black Caribbean – 0.41% permanently excluded 2009/10: - Black Caribbean – 0.34% permanently excluded	This shows black Caribbean students have had the highest exclusion rates for 6 years despite it falling by 0.7% . Perhaps this explains low achievement? Second lowest performing is black African.

EDUCATION – KNOWLEDGE ORGANISER – TYPES OF EDUCATION AND PERSPECTIVES

TYPES OF SCHOOL AND SCHOOLING

FORMAL EDUCATION	Takes place in educational establishments such as schools and universities.
INFORMAL EDUCATION	Takes place when people learn from their everyday life.
PRIMARY	Schools for children aged 5-11
SECONDARY	Schools for children aged 11-16. Includes comprehensive schools, free schools, special schools and academies.
INDEPENDENT SCHOOLS	Fee paying schools. These include private schools and public schools (older fee paying schools). Around 7% of English schoolchildren attend independent schools.
STATE SCHOOLS	State schools do not charge fees. Their intake is more socially mixed.
HOME SCHOOLING	Children are taught at home by parents or tutors.
DE-SCHOOLING	Illich argues that schools repress children and promote passive conformity. He argues that education should be abolished and that children should be able to decide what to learn based on their natural curiosity.
FORMAL CURRICULUM	The content of the planned lessons that learn at school.
HIDDEN CURRICULUM	The unintended lessons that children learn at school. These can be through the school rules, things that happen at break times etc.

Perspectives on education

FUNCTIONALIST PERSPECTIVE	1. Education serves the needs of the economy. It gives people the knowledge and skills that people will need for work.
	2. Education facilitates social mobility. Gifted students from disadvantaged backgrounds can achieve qualifications and move up to a higher social class.
	3. Education fosters social cohesion. Schools help to reinforce the social bonds, norms and values that unite different people in society.
DURKHEIM'S FUNCTIONALIST PERSPECTIVE	The main function of education is socialisation ; teaching children the norms and values of their society. Through history, for example, children learn that they are part of a community. By following school rules, children learn the difference between right and wrong

PARSONS FUNCTIONALIST PERSPECTIVE	The education system helps society to be meritocratic . Children are successful because of their abilities and effort not their family background. Education acts like a sieve , grading students and allocating them to jobs based on their abilities (this is known as their achieved status).
MARXIST PERSPECTIVE	1. Education serves the interests of the ruling class . For example, it promotes the idea that capitalist society is fair and meritocratic.
	2. Education reproduces the class structure . Children from privileged backgrounds are more likely to leave with better qualifications and get better jobs.
	3. Education is a form of negative secondary socialisation . Children learn to accept hierarchy and obey rules which prepare them to accept their role in a capitalist society.
BOWLES AND GINTIS'S MARXIST PERSPECTIVE	Bowles and Gintis use the term correspondence principle to describe the way that education (through the hidden curriculum) trains children for life in the capitalist system and prevents rebellion or revolution. School and work, for example, both involve uniforms, strict time-keeping, hierarchy, rewards, punishments, boring tasks etc.
EDUCATION – KNOWLEDGE ORGANISER – ACHIEVEMENT	
SOCIAL CLASS AND EDUCATIONAL ACHIEVEMENT	
SOCIAL CLASS	In general, middle class students achieve better exam results than working class students .
HALSEY'S STUDY ON EDUCATIONAL DESTINATIONS	Halsey, Heath and Ridge researched the educational destinations of school children. They conducted a large, fact to face study that divided people into three social classes based on their father's occupation; service class (e.g. professionals such as doctors), intermediate class (e.g. office workers) and working class (e.g. manual labourers). Children born into the service class did much better at school and were more likely to go to university than the intermediate class and both did better than the working class .
EXPLANATIONS FOR CLASS DIFFERENCE	1. Economic circumstances : Students from affluent backgrounds usually have the facilities to help them study (space, PC etc), parents often employ tutors and live in the catchment areas of good schools.
	2. Parental values : Parents from the upper and middle classes often value education and expect their children to do well. Parents from the working class might be less interested or have lower expectations.
	3. Cultural Capital : Middle class parents often have the knowledge and skills to be able to help their children with school work and revision.

BALL'S STUDY ON PARENTAL CHOICE	Ball, Bowe and Gewirtz argue that the publication of league tables has led increased competition between schools . However, middle class parents have an advantage in this competition because they can afford to move to good schools or to pay for their children to travel further to those schools.
GENDER AND EDUCATIONAL ACHIEVEMENT	
GENDER	In general, girls do better than boys in both GCSEs and A levels than boys.
	Girls are more likely to study subjects such as English and Art at A level, whereas boys are more likely to study physics and maths.
EXPLANATIONS FOR GENDER DIFFERENCES	1. Women's rights: Changes to the law have made gender discrimination in education illegal. Feminism has meant that girls now are expecting to get a job and be financially independent.
	2. Anti-school sub-culture amongst boys: Peer pressure may encourage boys to see school and educational success as 'uncool'.
	3. Gendered curriculum: The hidden curriculum encourages the perception that some subjects are masculine whilst others are feminine.
ETHNICITY AND EDUCATIONAL ACHIEVEMENT	
ETHNICITY	In general, students from some minority ethnic groups (e.g. Chinese) achieve better exam results than others (e.g. Black Caribbean).
EXPLANATIONS FOR ETHNICITY DIFFERENCES: HOME FACTORS	1. Economic circumstances: Students from some minority ethnic groups (e.g. Black Caribbean) are more likely to experience material deprivation than those from others.
	2. Parental values: Some ethnic minority parents (e.g. British Chinese) are more likely to value education and educational success.
	3. Cultural capital: White, middle class parents often have the knowledge and skills to be able to help their children with school work and revision.
EXPLANATIONS FOR ETHNICITY DIFFERENCES: SCHOOL FACTORS	1. Ethnocentric curriculum: The idea that the formal curriculum is biased towards white, European culture
	2. The hidden curriculum: The hidden curriculum emphasises white, mainstream norms and values (e.g. school uniform policy).
	3. Institutional racism: When the policies and procedures of an organisation result in discrimination. Some people argue that the high rate of fixed-term exclusions of Black Caribbean boys is evidence of institutional racism in schools.

EDUCATION – KNOWLEDGE ORGANISER – PROCESSES WITHIN SCHOOLS

STREAMING	Students are allocated to a band based on their overall ability and are taught in this band for most of their subjects.
THE EFFECTS OF STREAMING	1. Promotes class differences in achievement: A disproportionately high number of lower stream students are drawn from the working class.
	2. Creates an anti-school sub-culture: In response to being labelled as failures, some lower stream students reject the school's values and rules.
SETTING	Students are allocated to a class based on their achievement in that subject. They will be taught in different classes for different subjects.
THE EFFECTS OF SETTING	Students are often set because of their behaviour rather than their achievement. Students are often not moved up or down a class for practical reasons (e.g. class size).
MIXED ABILITY TEACHING	Students are taught in mixed ability classes.
LABELLING AND THE SELF-FULFILLING PROPHECY	Negative labelling of students can lead to a self-fulfilling prophecy. For example, students who are told that they are low ability in maths come to believe that and give up more easily in maths lessons.
THE INTERACTIONIST PERSPECTIVE	Interactionism focuses on small-scale interactions between teachers and students. Research suggests that teachers label students based on factors such as their appearance, gender, ethnicity and how well they conform to the school's rules, norms and values.
BALL ON TEACHER EXPECTATIONS	Ball undertook a case study of streaming in a secondary school. Some students changed their behaviour over time as a result of teacher expectations. For example, teachers expected students in the 'top' band to be well-behaved and hard working and students in the 'bottom' band to be slow to complete work and poorly behaved. Over time, students' behaviour began to mirror these expectations.
THE KEY IDEAS OF WILLIS ON THE CREATION OF COUNTER SCHOOL CULTURES.	Willis carried out a study of 12 working class boys ('lads') in a single sex school. He used qualitative methods to explore their counter-school culture. They resisted the school and its rules and focussed on 'dossing' ad 'having a laff.' They saw the more conformist boys as 'cissies.' They saw manual work as masculine and white collar work as effeminate. Willis followed the 'lads' into their jobs and argues that the anti-school culture prepared them for working class jobs where they adopted similar attitudes.