Stewards Academy

Yr 10 Sociology KS4 Spring 2 Blended Learning Booklet

Education

Name:

Form:

Aim to complete two lessons each week. Write out the title and LI and then complete the tasks.

All video links are online using the ClassCharts link.

The Knowledge Organiser on page 5 has all the key information and vocabulary to help you with this unit.

Upload all work onto ClassCharts for feedback.

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Big Picture – Year 10 Overview
Sociology Department

Next Year

Patriarchy
Students will examine the work of Sylvia Walby

Political power
Students examine the political process in the UK

Students consider how social status can change.

Social mobility

Students will examine the effect of gender, ethnicity and age on power.

Power

Students analyse the impact of globalisation.

Globalisation

Theory and class
Students will compare Marx and Weber's attitudes towards class

Students will identify types of class and examine how it is measured.

Measuring class

Social Stratification

Students analyse the importance of gender, class and ethnicity.

Patterns in achievement

Students compare sociological perspectives on the role of education.

Students examine education statistics and changes since 1970

Ofsted

Students examine internal and external factors which effect achievement.

Changes to education

Achievement

Theory and education

Students identify types of school

Types of school

Students examine the functions and purpose of education.

Functions of education

Identify and compare different sociological perspectives towards crime

Students compare biological and psychological explanations

Students examine the impact of class, age, ethnicity and gender.

Education

Explanations of crime.

Typical criminal

Theories of crime

Students compare official statistics with other data

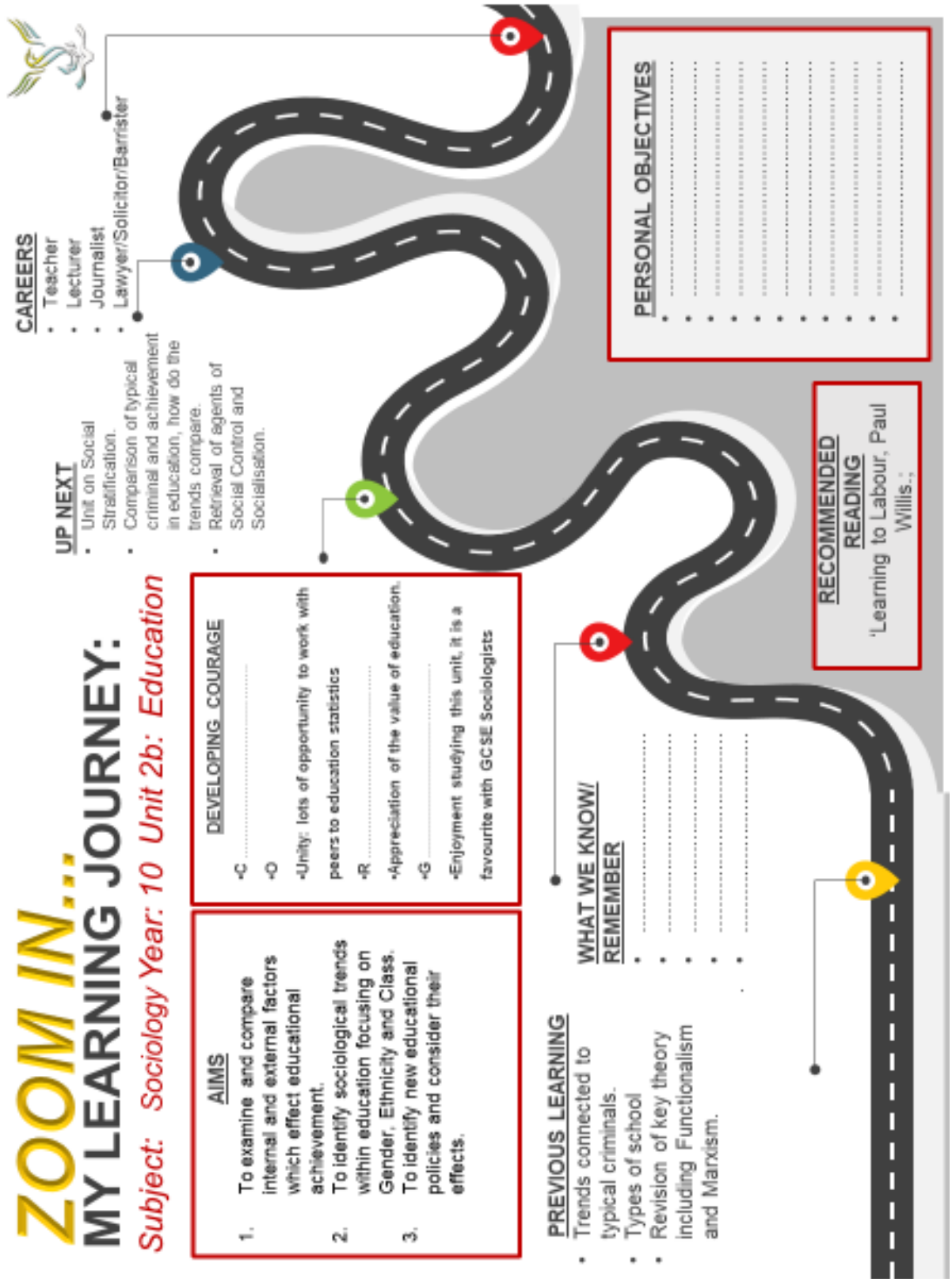
Students will identify types of deviance

Crime Statistics

Types of crime & deviance

Crime and Deviance

Year 10


ZOOM IN...
MY LEARNING JOURNEY:
Subject: Sociology Year: 10 Unit 2b: Education
AIMS
1. To examine and compare internal and external factors which effect educational achievement.
2. To identify sociological trends within education focusing on Gender, Ethnicity and Class.
3. To identify new educational policies and consider their effects.
DEVELOPING COURAGE
•C
•O
•Unity: lots of opportunity to work with peers to education statistics
•R
•Appreciation of the value of education.
•G
•Enjoyment studying this unit, it is a favourite with GCSE Sociologists
PREVIOUS LEARNING
• Trends connected to typical criminals.
• Types of school
• Revision of key theory including Functionalism and Marxism.
WHAT WE KNOW/ REMEMBER
UP NEXT
• Unit on Social Stratification.
• Comparison of typical criminal and achievement in education, how do the trends compare.
• Retrieval of agents of Social Control and Socialisation.
CAREERS
• Teacher
• Lecturer
• Journalist
• Lawyer/Solicitor/Barrister
PERSONAL OBJECTIVES
RECOMMENDED READING
'Learning to Labour, Paul Willis.'

Functionalist perspective on education	
Formal education	Takes place in educational establishments eg schools
Informal education	Takes place when people gain knowledge from everyday life
Hidden curriculum	The attitudes and values transmitted informally - not explicitly taught
Meritocracy	A society where rewards are allocated on the basis of merit, not background
1. Durkheim: Building social cohesion	Educations builds social solidarity (feeling of being part of society) by teaching shared norms and values: society in miniature
2. Durkheim: Teaching skills for work	In a complex industrial society, different people must know different skills which they learn in education
3. Parsons: teaching core values	Education prepares children for society by treating them with universalistic standards, not particularistic like the family. Achieved, rather than ascribed status is given: meritocractic
4. Parsons: role allocation	The education system matches individuals to future jobs based on their talents and skills
Criticisms	1. Marxists argue ruling class ideology is transmitted 2. Not all students accept values 3. Not all skills for work Opportunity is not equal

Marxist perspective on education	
1. Serves ruling class interests	Passes on ideas and beliefs of the ruling class
2. Breeds competition	Exams/ sport encourage competition- helps capitalism
3. Reproduces social class inequalities	Education APPEARS to reward fairly, but actually more privileged students do well – advantages are passed on
4. Secondary socialisation	WC students learn norms and values for working class jobs
Bowles and Gintis: Correspondence Principle RM: questionnaires and secondary data	- Role of education is to produce an obedient workforce who obey orders - Schools reward the same traits as a working class workplace - This is through the hidden curriculum - Meritocracy is a myth
Willis: anti-school subcultures RM: participant observation	- Studied 12 boys 'The Lads' who rejected the norms and values of the school - an anti-school subculture - School did not make them obedient and submissive
Criticisms	1. Exaggerate power of the education system 2. Functionalists – value consensus 3. Workers must be creative
Feminist perspective	Argue that schools pass on patriarchal values

Organisation of the education system	
Early years	3-4, nursery schools and classes
Primary	Ages 5-11
Secondary	11-16, range of schools
Further	16+ sixth form and colleges
Higher	18+ universities
Tripartite system: 1944- 1965	- Students allocated to school based on 11+ exam - Grammar, secondary modern and secondary technical - Some counties still have this - Criticised for 'labelling'
Comprehensive system: 1965 onwards	- No entrance exam, comprehensive schools accept all students - Achievement still affected by background, however
Types of school today	
Comprehensive	Run by local council, with no entry requirements
Academy	Not controlled by local council, but by trusts, funded by government
Special school	Caters for students with additional learning needs
Free school	Funded by the government, can be set up and run by any group
Independent (fee-paying) schools	- Private schools are not run by the government and they charge fees - 7% of population attend one - Better facilities etc but unequal
Alternative provision	- Some parents are home-schooled with home-tuition - Illich argues for deschooling = abolishing schools and education

Social class and education	
General trends	Middle class students do better in education that working class
Halsey, Heath and Ridge (1980) RM: face-to-face survey	- Divided social class into service (upper), intermediate and working class - Evidence of social class inequalities in education - Boy from service class – 11x more likely to go to university
Explanations for inequalities	
1. Material deprivation	Overcrowding, poor housing, poor diet and lack of tutoring and educational resources
2. Parental values	Middle class parents tend to value education and be more involved which impacts attainment
3. Cultural deprivation	Low income students lack cultural resources to succeed eg visits to museums, classical music etc
4. Cultural capital	Middle class students know the skills and values of the middle-class, whereas WC may not
Ball, Bowe and Gewirtz (1994) RM: interviews/ secondary data Marketisation = schools more like businesses	1. Schools must look good in league tables to attract students, so try to attract more able students 2. Middle-class parents have an advantage in choosing a school as they have material and cultural resources 3. This has made the education system less equal and given an advantage to the middle classes

Internal processes	
Interactionism	Sociological approach focusing on small-scale interactions between people, such as between teachers and students
Labelling	Evidence suggests teachers classify students based on their perceptions of them – this labelling can be positive or negative. It may be based on a pupil's social class background. It can affect how a teacher treats a pupil
Self-fulfilling prophecy	1. Teacher labels student eg deviant 2. Teacher changes behaviour towards pupil 3. Student internalises label and acts how the teacher expects
Streaming	Students allocated to classes based on their general ability eg BDA rank order classes
Setting	Students allocated to classes based on performance in that subject - More lower class students in lower sets - Negative labelling/ self-fulfilling prophecy
Ball (1981) Banding and Teacher Expectations RM: Participant observation	1.. Case study of comprehensive school 'Beachside Comprehensive' 2. School sorted pupils into 'bands' based on ability – linked to social class too 3. Teacher expectations differed in bands 4. When bands were abolished, teachers still labelled students and treated them differently
Pupil subcultures Willis: Anti-school subculture (Marxist perspective)	Streaming/ setting and labelling can lead to anti-school subcultures – groups of pupils who reject the norms and values of the school 1. Subculture focused on 'having a laff' 2. Values of subcultures stressed masculinity and toughness - saw learning as 'unmanly' 3. Willis argues the subculture prepared the boys for working class manual jobs eg plumbers, thus serving capitalism

Ethnicity and education	
Patterns of achievement	1. Chinese and Indian students are most likely to succeed 2. Black Caribbean and Pakistani students are least likely to succeed 3. Ssocial class is also important 4. White working class boys do the worst
External (home) factors	
Material deprivation	Students from some backgrounds eg Bangladeshi, Black Caribbean are more likely to live in poverty
Cultural factors	Schools are organised around white, mainstream culture so some ethnic minority students may be disadvantaged
Parental values/ attitudes	Chinese culture values education highly, so Chinese parents are more likely to encourage their children to do well
Language	If students do not speak English as their first language they may struggle in lessons
Internal (school) factors	
1. Type of school attended	1. Some sociologists argue ethnic minority students are more likely to attend a poorer school with less resources etc. 2. Teachers may have higher expectations of, for example, Chinese students and lower expectations of others and therefore treat students differently 3. Formal curriculum focuses on white history, books etc excluding BME pupils
2. Teacher expectations and labelling	
3. Ethnocentric curric culum	
4. Institutional racism	4. Unintended consequence of how schools are organised – racism within organisations eg high exclusion rate for black pupils
Government policy	It is illegal for schools to discriminate on ethnicity

Gender and education	
Patterns in achievement	1. Before the 1980s, boys did better than girls in education 2. By the early 2000s, girls did better than boys at every stage in education 3. However, with the introduction of 100% exam GCSEs, the gap has started to narrow
Patterns in subject choice	1. Girls are more likely to choose English and Art at A-level, whereas boys are more likely to choose physics and maths 2. This is linked to the gendered curriculum – different subjects being seen as masculine or feminine
Reasons for girls' achievements	
Feminism	Girls' ambitions are no longer to be housewives,
Legal changes	Equal Pay Act and Sex Discrimination act
Equal opportunities	Schools have equal opportunities policies to help girls
National curriculum	Means schools can no longer offer a gendered curriculum
Reasons for boys' underachievement	
Feminisation of schools	Schools are too 'girl friendly' with a lack of male teachers as role models
Crisis of masculinity	Males no longer have a clear-cut role as breadwinners so lack motivation
Laddish subcultures	Boys are more likely to be part of laddish anti-school subcultures
Reasons for differences in subject-choice	1. Gender socialisation eg boys encouraged to play with science kits, and girls encouraged to read and draw
	2. Gender stereotyping in textbooks, by teachers, gendered curriculum and socialisation in schools

Lesson One: Educational Achievement: External factors beyond school

- **LI: to identify and compare the external factors which affect educational achievement.**

DART –

- Socialisation: It is within the family that children usually learn things, such as how to communicate with others. There are many differences in the quality and emphasis of socialisation between families and this might have an impact on children later on in life, especially school
- Material Deprivation: Lack of money can mean cold, overcrowded homes, an inadequate level of nutrition as well as a lack of books and equipment that children need in school. Material deprivation can make it hard to study at home and may lead to poor attendance due to poor health.
- Parent's attitude: The degree of interest and encouragement parents show in their children's education can have a big impact. Some parents see education as important and encourage their children to do well, whereas other do not.
- Language: In different ethnic groups, English may not be the students first language. This already puts them at a disadvantage. Different social classes can often use different language, too. Girls are usually more advanced in language then boys, giving them a head start.

Key Questions:

1. Why are working class pupils more likely to suffer from material deprivation than middle class pupils?
2. Make a list of positive ways that parents can have an impact on educational success, and a list of ways parents can have a negative impact.

Watch this video and answer the comprehension questions

https://www.youtube.com/watch?v=PHstSIW2zY4

Deprivation – Three girls from Rochdale

1. **What is a major issue in Rochdale affecting education?**

2. **Why is school becoming less of a priority for these girls?**

3. **What is affecting these girls most in terms of their education.**

4. **What are the girl's views on their education and their future?**

5. **What can we say about these parents' attitudes to their girl's education?**

6. **What were the girl's attitudes towards school when they were speaking to the army recruiter?**

Extra notes

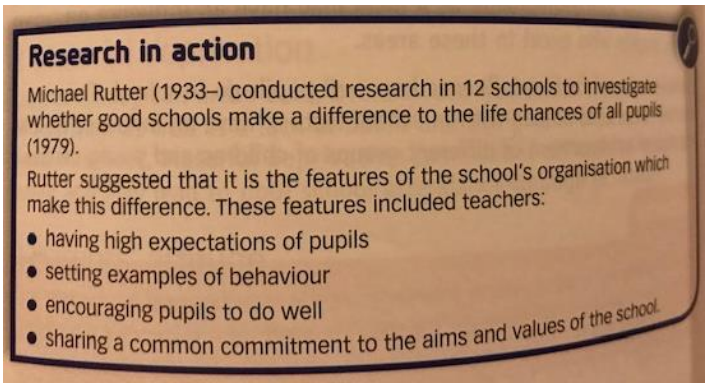
SENECA: External Processes lesson

Lesson Two: Educational Achievement: Internal factors within school

- **LI: To identify and compare the internal factors which affect educational achievement**

DART:

- School Ethos: The character, atmosphere and climate of a school can affect pupil performance. Think about the character, atmosphere and climate of Stewards. How might the new ethics and values curriculum effect the type of pupils you become?



Research in action

Michael Rutter (1933–) conducted research in 12 schools to investigate whether good schools make a difference to the life chances of all pupils (1979).

Rutter suggested that it is the features of the school's organisation which make this difference. These features included teachers:

- having high expectations of pupils
- setting examples of behaviour
- encouraging pupils to do well
- sharing a common commitment to the aims and values of the school.

- Hidden Curriculum: Features of the hidden curriculum effect the school ethos.
  For example:
  - Importance of punctuality
  - Respect for authority and each other
  - Uniform
  - Listening to each other
  - Appreciation of competition (sets high expectations and encourages pupils to do their best)

Key Questions:

1. Think about the character, atmosphere and climate of Stewards. How might the new ethics and values curriculum effect the type of pupils you become?
2. Consider if the clubs offered at Stewards as part of the Phoenix Curriculum affect us.

Setting and Streaming

Study the box provided showing the advantages and disadvantages of different systems.

Table 4.5 Comparison of systems for allocating pupils

	Advantages	Disadvantages
Streaming: pupils are sorted into classes according to their ability, and they stay in these groups for all their subjects.	Stretches the brightest pupils, while allowing the less able to work at their own level and pace.	Students are likely to be better at some subjects than others.
Setting: pupils are sorted into classes according to their ability, but on a subject-by-subject basis.	It is easier to teach pupils of one ability.	Can lead to low self-esteem for those in the lowest ability classes.
Mixed ability: pupils are sorted into classes that are not based on ability, so the highest and lowest achieving pupils are taught together.	Can reduce gaps in pupil achievement as all pupils are taught the same.	Teachers may lower the level of their teaching to suit the lower-ability pupils.

1. How do you learn better? Do you prefer subjects where you are set or mixed ability? Why?
2. Can you think of any more advantages or disadvantages that you could add to the table? What about single sex classes?

FOCUS ON KEY THINKERS

Stephen Ball – banding and teacher expectations

In his book *Beachside Comprehensive* (1981), Ball examined the internal organisation of a comprehensive school. He carried out participant observation in the school over three years and looked at the process of moving from banding (a type of streaming) to mixed-ability classes.

In the banding system, students were placed into one of three bands, with the first band containing the most able and the third band containing the least able. Although this was supposed to be based on test scores, Ball found that children from higher social classes were more likely to be placed in the top band.

During his observations, Ball noticed that students' behaviour changed as a result of the bands they were placed in. Ball linked this to the expectations that the teachers had of each band. For example, Band One was expected to be well behaved and hard working, while Band Two students were expected to be difficult and uncooperative. This led to a change in the behaviour of Band Two students to mirror the teachers' expectations and to reflect differences in how they were taught and the exams they were entered for.

With the introduction of mixed-ability classes, pupils were less obviously polarised within the school; however, teachers continued to label middle-class students as the most able and cooperative. Ball noted that this labelling was reflected in exam results.

Labelling and Subcultures

4 Labelling and the self-fulfilling prophecy

Pupils are constantly being assessed and, consequently, they are labelled and placed in particular classes based on the label they have been given.

Once a pupil has been given a label, for example, 'bright', others will respond to them and interpret their actions in terms of this label. This pupil will often act according to the label, so a self-fulfilling prophecy may result.

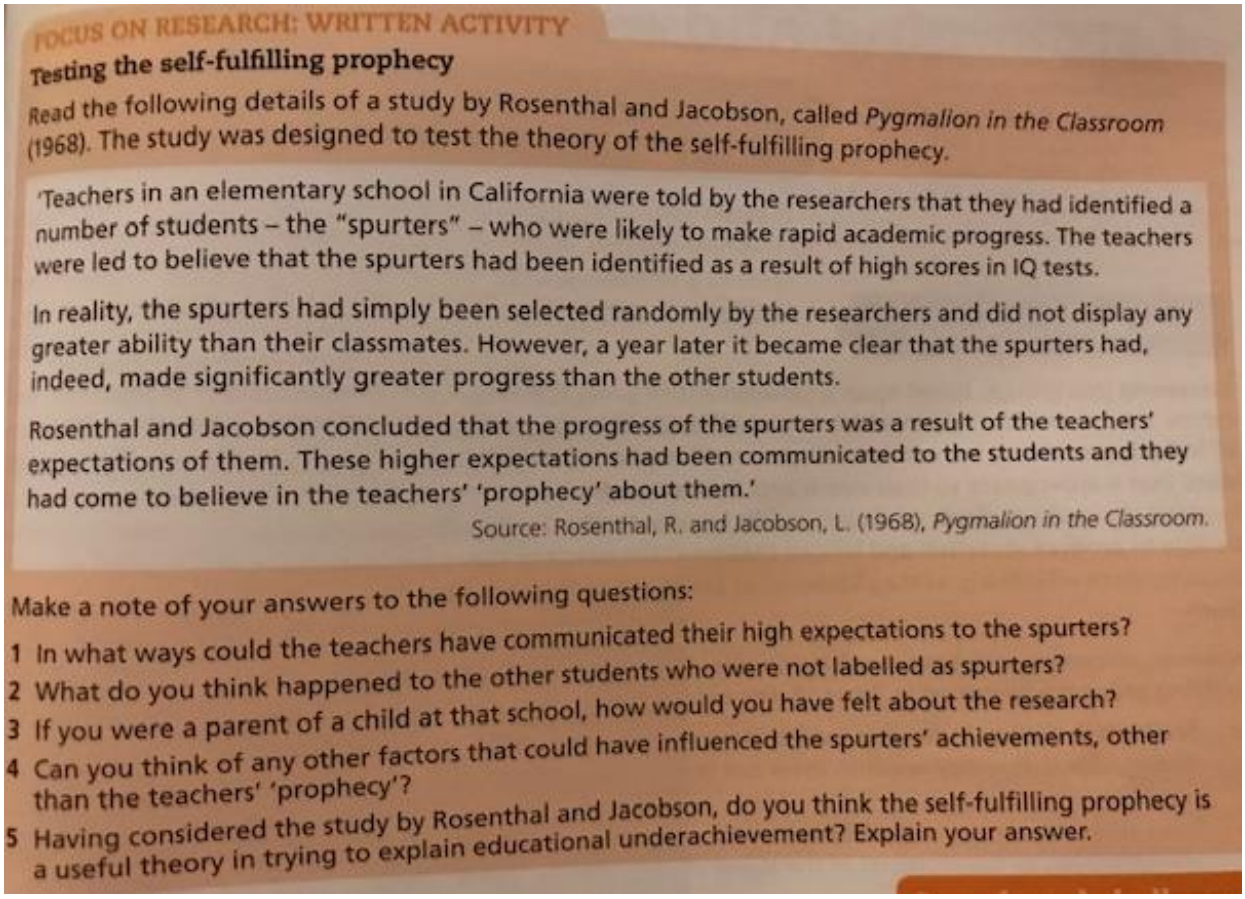
Some studies have shown that teachers label pupils based on ethnic, gender and class stereotypes.

5 Subcultures

Pupil **subcultures** are groups of children who share the same values, norms 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 culture within the school. These subcultures can be positive school or anti-school subcultures and they can have a positive or negative effect on pupil achievement.

1. Highlight the key information on Labelling and Subcultures.
2. Identify and explain 2 ways in which labelling could influence a child's educational achievement.
3. Identify and explain 2 ways in which subcultures could influence a child's educational achievement.

Labelling Theory: Interactionalists study small-scale interactions between individuals, such as those between teachers and students in the classroom. Teachers are unavoidably involved in making judgements and classifying students. These judgements often affect a child's chances of educational achievement. Some teachers may judge children who are well behaved as 'bright.' This is called the 'halo effect' where the early impressions have been positive. Often labels can be linked to class, middle class pupils can be labelled as more able the placed in higher sets. The labels set can result in self-fulfilling prophecy whereby pupils feel under pressure to live up to their self-image.



FOCUS ON RESEARCH: WRITTEN ACTIVITY

Testing the self-fulfilling prophecy

Read the following details of a study by Rosenthal and Jacobson, called *Pygmalion in the Classroom* (1968). The study was designed to test the theory of the self-fulfilling prophecy.

'Teachers in an elementary school in California were told by the researchers that they had identified a number of students – the "spurters" – who were likely to make rapid academic progress. The teachers were led to believe that the spurters had been identified as a result of high scores in IQ tests.

In reality, the spurters had simply been selected randomly by the researchers and did not display any greater ability than their classmates. However, a year later it became clear that the spurters had, indeed, made significantly greater progress than the other students.

Rosenthal and Jacobson concluded that the progress of the spurters was a result of the teachers' expectations of them. These higher expectations had been communicated to the students and they had come to believe in the teachers' 'prophecy' about them.'

Source: Rosenthal, R. and Jacobson, L. (1968), *Pygmalion in the Classroom.*

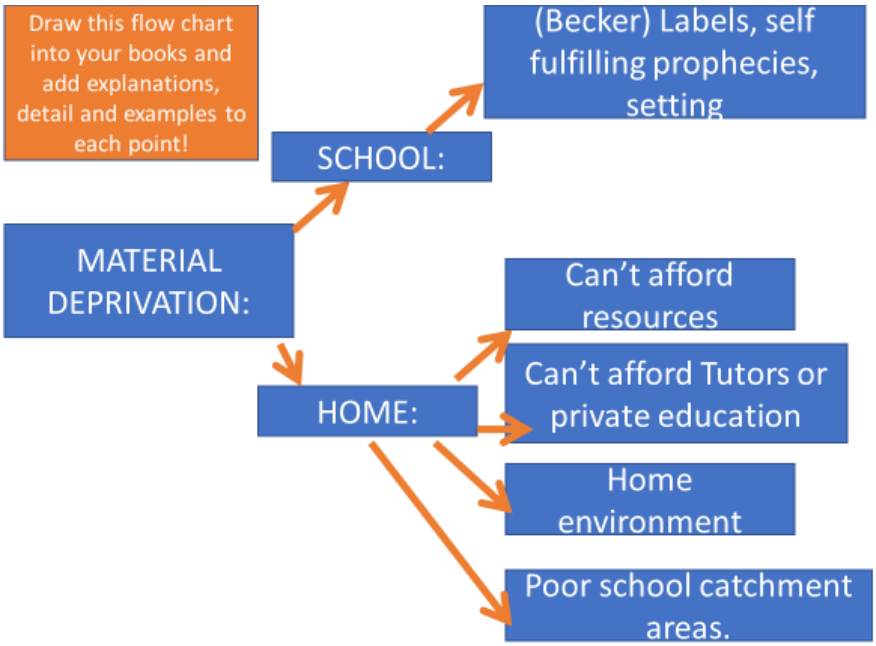
Make a note of your answers to the following questions:

1 In what ways could the teachers have communicated their high expectations to the spurters?
2 What do you think happened to the other students who were not labelled as spurters?
3 If you were a parent of a child at that school, how would you have felt about the research?
4 Can you think of any other factors that could have influenced the spurters' achievements, other than the teachers' 'prophecy'?
5 Having considered the study by Rosenthal and Jacobson, do you think the self-fulfilling prophecy is a useful theory in trying to explain educational underachievement? Explain your answer.

SENECA: Internal Processes lesson

Lesson Three: Class and education

LI: to examine the link between social class and educational achievement

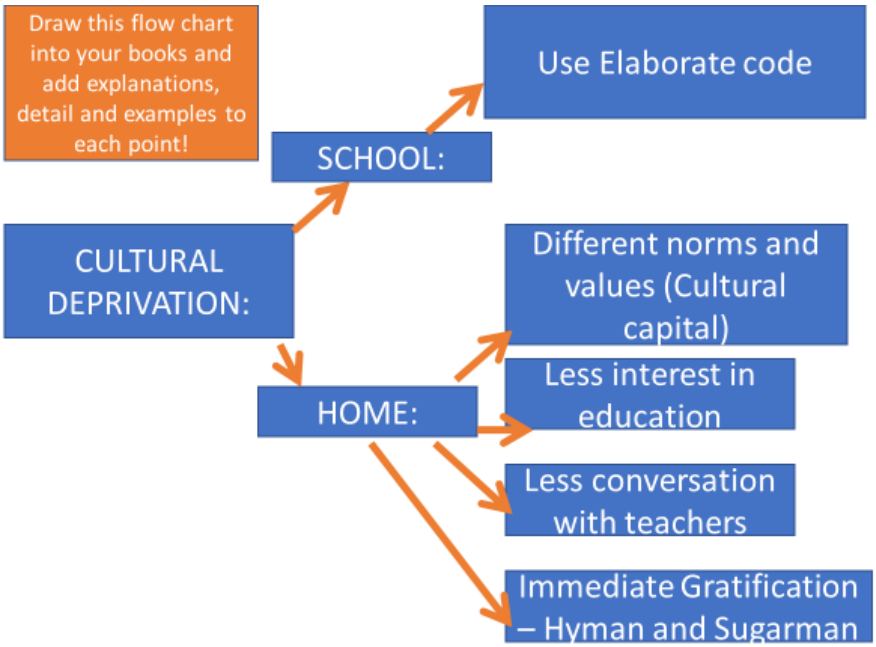


DART

Material Deprivation (poverty)

- Although state education is free, there are hidden costs to schooling which is estimated to cost around £1,614 per child per year. (school uniform, pe kit, school trips, stationery and school photos)
- Material deprivation can cause pupils to have to hold down a part-time job alongside full time studies.
- Research by Cooper and Stewart found a lack of money could result in:

Cold and overcrowded houses
Inadequate food and nutrition
A lack of books/computers
Limited internet access
Lost opportunities (school trips/sports equipment)



DART

Cultural Deprivation

- A lack of the right attitudes, norms and values needed to be successful at school.
- This can be effected by:
    - Parents' attitudes to, and interest in, education
    - Parents' level of education
    - A lack of support with homework and encouraging a work ethic
    - A lack of cultural experiences e.g. visits to museums/holidays.

Research in action

Pierre Bourdieu (1930–2002) suggested that the middle-class **cultural capital** is as valuable in education as material wealth (1977). Bourdieu believes that middle-class children are at an advantage because they have the right kind of cultural capital – the more cultural capital you have, the more successful you will be in education.

Research by Stephen Ball, Richard Bowe and Sharon Gewirtz investigated the process of choosing a secondary school. They studied 15 schools in neighbouring LEAs (local education authorities) with different population profiles (for example, class and ethnicity). They found that middle-class parents had a significant advantage over working-class parents when selecting a school for their child.

They found that middle-class parents had the:

- knowledge and contacts to find the best school for their child
- money to send their children to better but more distant schools, or even move 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 resources required.

J.W.B. Douglas followed the educational careers of 5,362 children born in the first week of March 1964, up until the age of 16.

Douglas found significant variations in educational attainment between pupils of similar ability but different social classes. Douglas argued that the most important factor was the degree of parents' interest in their child's education. He found that middle-class parents generally showed a greater interest in their child's education than working-class parents.

Key Questions:

1. Why does Pierre Bourdieu think that Middle Class children have an advantage in education?
2. What was the focus of the study by Ball, Bowe and Gerwitz?
3. What was their sample size?
4. What advantages did they identify for the Middle Class parents?
5. Who did Douglas study from 1964-age 16?
6. What did he find made the most difference in a child's education?
7. Do you agree that Middle Class parents are more child centered?

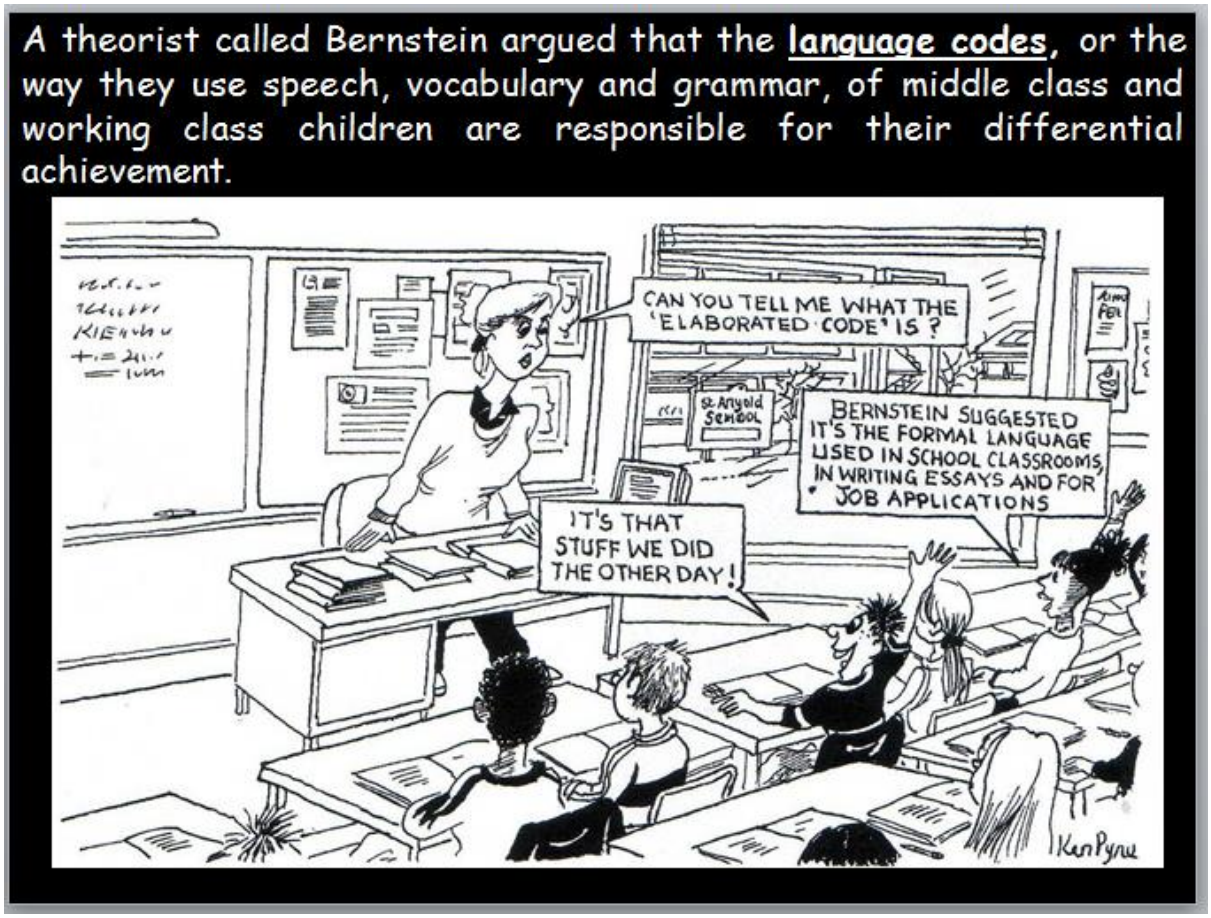
Key term: copy this into your books

Cultural Capital: the skills and values passed onto children by middle-class parents e.g. language skills and motivation to be successful.

Middle class children are more likely to achieve not because they're more intelligent but because they have more **cultural capital**. This is where they have the knowledge and skills that are valued in education. Middle class children are more likely to be raised by professional parents, often with higher qualifications, who will have passed some of this knowledge onto their kids.

Cultural capital in action

Leisure time is more likely to be spent on educational pursuits like visiting museums as they have both the money and the attitude / appreciation.



DART

Speech Patterns: Basil Bernstein identified two speech codes (1971)

- He argues that the elaborate code is used within middle-class families and by teachers. This code allows pupils to understand the exam questions.
- Restricted code is informal/slang often used by working class pupils. If used in exams this will not gain top level marks. The restricted code could also be a barrier to higher paid jobs.

Teacher/Pupil Interactions:

Labels can we given to pupils based on their appearance, language and attitude.

- Howard Becker interviewed 60 Chicago high-school teachers and found evidence of labelling. Middle class pupils were more likely to be viewed as 'ideal students.'
- Labelling can lead to more working class pupils being put in lower streams and sets and a self-fulfilling prophecy whereby those in lower sets become anti-school and poorly behaved.
- Some working class pupils form anti-school subcultures e.g the lads from P. Willis study.

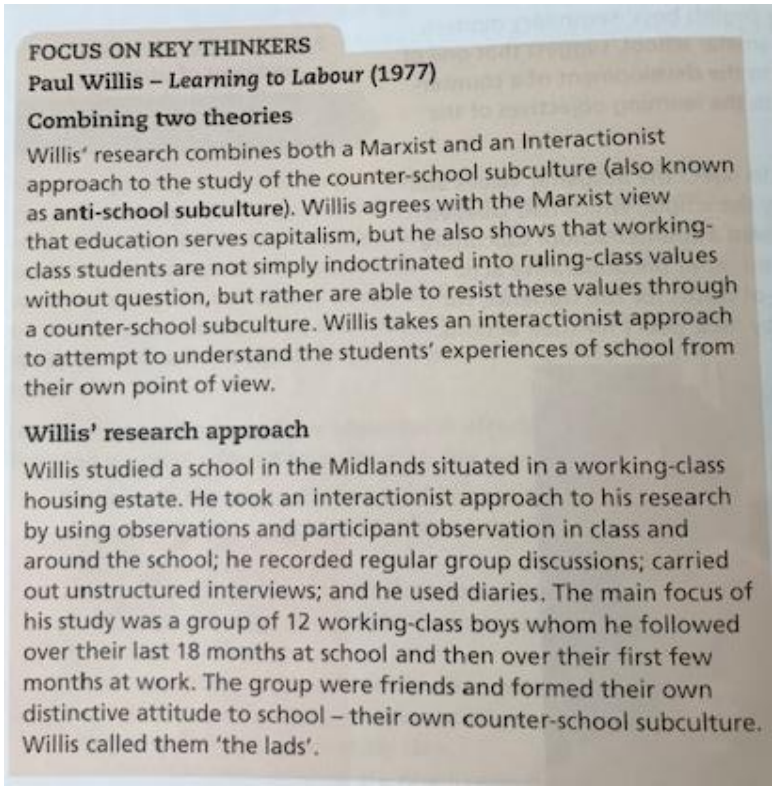
Key Question: Which has the most effect; Cultural or Material Deprivation? Explain your answer.

Homework:

Read the summary of Willis' study on the next page.

The counter-school subculture noted by Willis had the following features:

1. The lads felt superior to the teachers and to the conformist students who they called the ear'oles. They saw no value in education and instead focused on 'having a laff,' avoiding lessons and doing as little work as possible.



FOCUS ON KEY THINKERS

Paul Willis – *Learning to Labour* (1977)

Combining two theories

Willis' research combines both a Marxist and an Interactionist approach to the study of the counter-school subculture (also known as **anti-school subculture**). Willis agrees with the Marxist view that education serves capitalism, but he also shows that working-class students are not simply indoctrinated into ruling-class values without question, but rather are able to resist these values through a counter-school subculture. Willis takes an interactionist approach to attempt to understand the students' experiences of school from their own point of view.

Willis' research approach

Willis studied a school in the Midlands situated in a working-class housing estate. He took an interactionist approach to his research by using observations and participant observation in class and around the school; he recorded regular group discussions; carried out unstructured interviews; and he used diaries. The main focus of his study was a group of 12 working-class boys whom he followed over their last 18 months at school and then over their first few months at work. The group were friends and formed their own distinctive attitude to school – their own counter-school subculture. Willis called them 'the lads'.

2. Wills argued that the lads could see that meritocracy did not exist. They were focused on entering the world of work.

Conclusions: Willis tried to show that by rejecting school and not accepting the values that were taught, the lads were preparing themselves for a future of low-skilled manual jobs. They were accepting their social positions themselves rather than being socialised into them by school which challenges the idea of Bowles and Gintis.

Tasks: How would you criticise Willis' sample?

Do counter-school subcultures all reflect the lads or are there a variety of forms?

How does Willis' work represent a challenge to Bowles and Gintis (Marxists) Explain your thinking.

Lesson Four: Educating Essex

LI: To study media material to identify sociological reasons for achievement

DART:

Halsey, Heath and Ridge showed that a higher percentage of working-class children than middle-class children left school at the first possible opportunity. Middle-class children may have a head-start due to higher income, better quality housing and a greater availability of books and study facilities such as having their own rooms, access to internet or the ability of their parents to afford private tuition.

Parental attitudes: some researchers have suggested that middle-class parents and working-class parents socialise their children into different sets of values. It has been suggested that middle-class values contribute to the development of ambition and disciplined study. These values are highly thought of within schools probably due to the mainly middle-class backgrounds of teachers. Working-class values are have an emphasis on instant gratification and an acceptance of one's position. Middle-class parents are also thought to have knowledge about how to 'work the system' including how to raise complaints with schools and what books to buy to supplement learning, these books may already be kept at home along with educational toys. They may also take their children on more education trips e.g. to museums.

Key Question:

Explain what is meant by the idea that, in school, 'white, middle-class culture dominates.'

Middle class vs working class

Middle-class values	Working-class values
Desire for control over their lives.	A more passive attitude with a fatalistic acceptance of other people being in control.
Emphasis on future planning.	Emphasis upon present or past.
'Deferred gratification' – being prepared to make sacrifices now in order to fulfil future ambitions; investing for the future. Sacrificing money and time now to ensure a better future (for example, staying on at school or going to college/university).	'Present gratification' – living for the moment with little attempt to plan for the future or get a job.
Individual achievement stressed – by their own efforts, individuals will improve their position.	Collective action stressed – working people will achieve improvements by sticking together (for example, trade union activities).

Educating Essex

Using the Educating Essex documentary, create notes on the following:

Peer pressure

Labelling

Restricted language code

Cultural deprivation

Teacher/pupil interactions

Seneca Quizzes: Social Class and Education quiz and Social class and external factors Quiz

Lesson Five: Gender and educational achievement

LI: To understand how gender can affect educational achievement

How does Gender affect achievement?
Historically, boys significantly outperformed girls at all levels of education, although girls had begun to improve in the 1980s. But during the 1990's, girls overtook boys in all areas.
However, it is important to not generalise. Not all boys are underachieving and not all girls are overachieving.

▼ *Table 4.9* Percentage of boys and girls taking the most popular subjects at A level (2015)

Subject	Boys	Girls
Computing	91.5	8.5
Physics	79	21
Sociology	23	77
Psychology	24	76
English	28	72
Maths	72	28
Art and design	24	76
Drama	31	69
French	31	69
Religious studies	31	69

Make two lists:

- The reasons why you think there are differences in the achievements of boys and girls.
- The reasons why boys and girls choose different subjects at A level.

Challenge – Explain what these statistics show about the subjects chosen by boys and girls at A level.

DART

External factors affecting achievement

Legal reforms – Changes in the law have allowed women to get more involved in the labour market, meaning greater opportunities have arisen for girls. The 1988 Education Reform Act introduced the National Curriculum which made maths and science compulsory to the age of 16 for all boys and girls.

Kelly's research (1981) demonstrated that science was seen as a 'male' subject due to textbook images, male role models and the dominance of male teaching staff. National projects like GIST (Girls into Science and Technology) and GATE (Girls and Technology Education) were set-up to try to encourage girls' participation and success in science and technology subjects.

Changing expectations – Women can now look beyond being a housewife and mother as their main role in life.

Sue Sharpe found in 1976 that girls' priorities were 'love, marriage, husbands, children, jobs and careers, more or less in that order. When she repeated her research in 1994 she found these priorities had changed to 'job, career and being able to support themselves.' This is backed up by **Fuller's** study (2011) which showed that educational success and the ability to have a professional career were key elements of girl's identity.

Socialisation – Girls are usually given toys that encourage language development from a young age. Girls also interact more with language than physically which sets them up to succeed in school. McRobbie (1991) argues that the bedroom culture of girls (where they spend their time chatting with each other) can create a gendered subculture. They chat and read which allows them to develop crucial communication skills.

Murphy and Elwood (1999) argue that children learn their gendered roles within the house from their parental role models.

Internal factors affecting achievement

Hidden curriculum – The attitudes created by wider society about the correct behaviour for females, is strengthened by the hidden curriculum e.g. competing in different sports and wearing a different uniform.

Teacher/pupil interactions – A 'feminisation of education' has occurred. There are less male teachers – 1 in 5 in 2015, meaning boys have less role models. (Moir and Moir 1998) Teachers also respond to stereotypes of genders e.g. girls are more studious whereas boys are livelier.

Subculture – The male peer group often devalues schoolwork. Boys are three times more likely to be excluded than girls. Some develop a laddish anti-school subculture, where it is seen as 'not cool' to work hard. (Katz 2000)

Key Questions:

1. Identify and explain three factors that might explain why girls outperform boys in their GCSEs.
2. Identify and explain three factors that might explain why boys underperform compared with girls in their GCSEs.
3. Can you identify any links between social class and gender concerning educational achievement?

Stewards Academy

Lesson Six and Seven: Gender and education

LI: To identify sociological reasons for the gender gap in educational achievement.

Retrieval Practise: Ten questions in Ten minutes

1. What are the two types of language code identified by Bernstein?
2. What is Cultural Capital
3. Is Material Deprivation and internal or external factor of education?
4. Who did the study on bedroom subcultures?
5. Who found that girls' priorities had changed from 1976-1994?
6. Who conducted a study called learning to labour?
7. What is deferred gratification?
8. What is the halo effect?
9. What is the difference between setting and streaming?
10. Identify two areas covered by the hidden curriculum

'Women now outnumber men in almost two-thirds of degree subjects, and the gender gap in British universities has almost doubled in size since 2007. Overall, 66,840 more women than men are now on degree courses, compared with a gap of 34,035 in 2007.' Guardian 2016
Why do you think this is? Is one reason more important than other in explaining these trends?

Overall, girls continue to outperform boys from KS1 onwards right up to further education. Why?
Feminism: changed expectations of females and led to increased opportunities.
Sue Sharpe 1994 found girls to be confident, assertive and independent.
Sex Discrimination Act led to the introduction of equal opportunity policies allowing females to be successful within the world of work.
Decline of traditional men's jobs: Due to globalisation (1980's) there has been a decline in heavy industries, such as iron and steel, engineering etc. Mitsos and Browne argue the decline in male employment opportunities has led to 'identity crisis.' This causes a belief in boys that they will not get a 'proper job'= low self esteem and motivation to get grades!!!
Literacy: Boys have lower literacy skills and lack the confidence in communication that many girls demonstrate. Reasons for this include:

- Parents spend less time reading with their sons
- Mothers normally do the reading- does this feminise the skill of reading?
- Boys hobbies, e.g. Sports, do little to help develop their language and communication skills

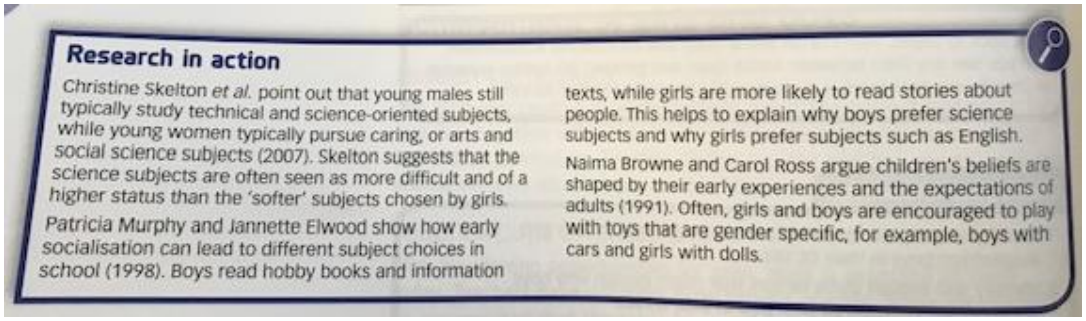
Feminisation of Education: Schools do not nurture masculine traits/values such as competitiveness and leadership. Instead schools celebrate qualities such as attentiveness in class, methodical working. Sewell thinks coursework should be replaced with exams and there should be an emphasis on outdoor education within the curriculum.
Lack of male role models: Lack of strong positive role models both at home and in school= boys underachievement

- 90% single parent families headed by women!!
- Only 16% of male teachers in primary schools
- Yougov (2007)- 39% of 8-11yr olds had no male teachers at all
- Majority said presence of male teacher made them behave better, 42% worked harder!

Laddish Subcultures:
Epstein (1998)- if a working class boy is a swot they are likely to be harassed, labelled as sissies and subjected to homophobic verbal abuse

Francis (2001)- being labelled a swot threatens masculinity!!
Working class culture= masculinity is equated with being tough and doing manual work. Non-manual work, (academic work) is seen as inferior.

Tasks:
Highlight the DART above to show the main points.
Identify your top three explanations from the list to show why gender has an impact on achievement in education.
How might the wider society influence subject choice? Consider media advertising, role models etc.



Research in action

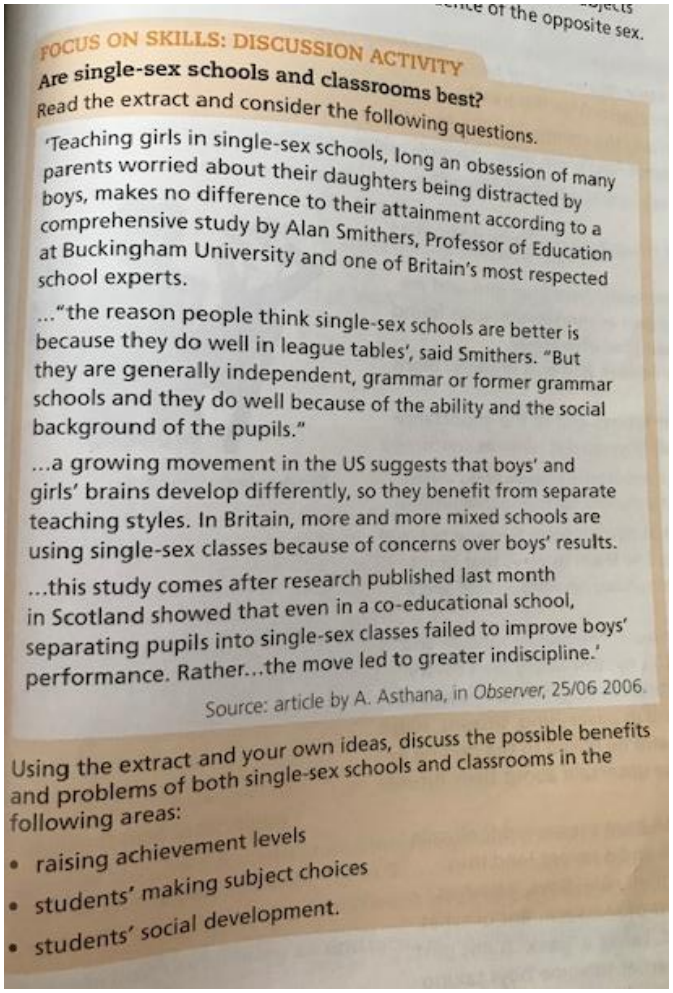
Christine Skelton *et al.* point out that young males still typically study technical and science-oriented subjects, while young women typically pursue caring, or arts and social science subjects (2007). Skelton suggests that the science subjects are often seen as more difficult and of a higher status than the 'softer' subjects chosen by girls.

Patricia Murphy and Jannette Elwood show how early socialisation can lead to different subject choices in school (1998). Boys read hobby books and information texts, while girls are more likely to read stories about people. This helps to explain why boys prefer science subjects and why girls prefer subjects such as English.

Naima Browne and Carol Ross argue children's beliefs are shaped by their early experiences and the expectations of adults (1991). Often, girls and boys are encouraged to play with toys that are gender specific, for example, boys with cars and girls with dolls.

Read the above and summarise what the researchers say about the reasons why there are differences in the subject choices of girls and boys in school.

Would you like to be taught in single-sex classes? Identify advantages and disadvantages of this idea.



...ce of the opposite sex.

FOCUS ON SKILLS: DISCUSSION ACTIVITY

Are single-sex schools and classrooms best?

Read the extract and consider the following questions.

'Teaching girls in single-sex schools, long an obsession of many parents worried about their daughters being distracted by boys, makes no difference to their attainment according to a comprehensive study by Alan Smithers, Professor of Education at Buckingham University and one of Britain's most respected school experts.

..."the reason people think single-sex schools are better is because they do well in league tables', said Smithers. "But they are generally independent, grammar or former grammar schools and they do well because of the ability and the social background of the pupils."

...a growing movement in the US suggests that boys' and girls' brains develop differently, so they benefit from separate teaching styles. In Britain, more and more mixed schools are using single-sex classes because of concerns over boys' results.

...this study comes after research published last month in Scotland showed that even in a co-educational school, separating pupils into single-sex classes failed to improve boys' performance. Rather...the move led to greater indiscipline.'

Source: article by A. Asthana, in *Observer*, 25/06 2006.

Using the extract and your own ideas, discuss the possible benefits and problems of both single-sex schools and classrooms in the following areas:

- raising achievement levels
- students' making subject choices
- students' social development.

Research from Harris et al 1993 shows reasons for underachievement by 16 yr old working class boys in comparison to girls:

- Boys suffer from low self-esteem and poor motivation
- Boys give up easily when work is challenging
- Boys are more easily distracted
- Boys missed coursework deadlines
- Girls complete homework and spend more time on it
- Girls think more about their futures

Which of these do you agree/disagree with?

DART: Current Research

Moir and Moir (1998) suggest schools have become too girl friendly and boys cannot access the learning. There is an emphasis on verbal skills and non-competitive learning.
Katz (2000) states peer pressure and fear of ridicule prevent boys from trying hard at school. Katz also points to a rise in incompetent men found in advertising and on tv as poor role models.
James (2000) suggests that women have defined their roles in society with a career seen as important whereas boys are having to redefine their idea of masculinity and a 'geek' is no longer seen as an attractive characteristic.

Homework: 12 marker essay
Discuss how far sociologists agree that a pupil's gender us the main reason for differences in educational achievement.
Seneca lesson: Gender and Education

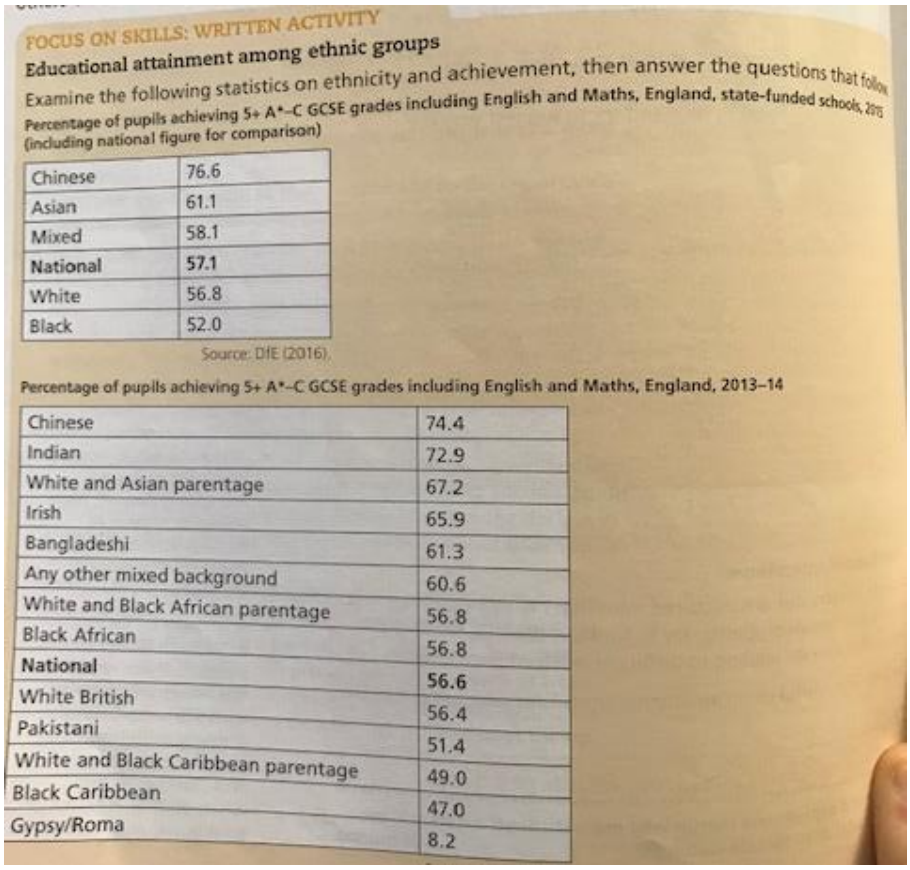
Lesson Eight and Nine: Ethnicity and educational achievement

LI: To use evidence to explain the importance of ethnicity for educational achievement.

There is a clear link between ethnic groups and educational achievement. It is easy to assume that in Britain there are equal chances for all ethnic groups, but there are clear patterns in relation to those that are likely to achieve.
Highest achieving – Chinese and Indian Asian students.
Lowest achieving – Black Caribbean, Pakistani and Bangladeshi students.

Problems with the data
Many studies categories ethnic groups too generally e.g. Asian when in fact there are huge educational differences in achievement levels between Indian, Pakistani and Bangladeshi students.

Seneca Lesson: ethnicity and education



FOCUS ON SKILLS: WRITTEN ACTIVITY

Educational attainment among ethnic groups

Examine the following statistics on ethnicity and achievement, then answer the questions that follow.

Percentage of pupils achieving 5+ A*–C GCSE grades including English and Maths, England, state-funded schools, 2015 (including national figure for comparison)

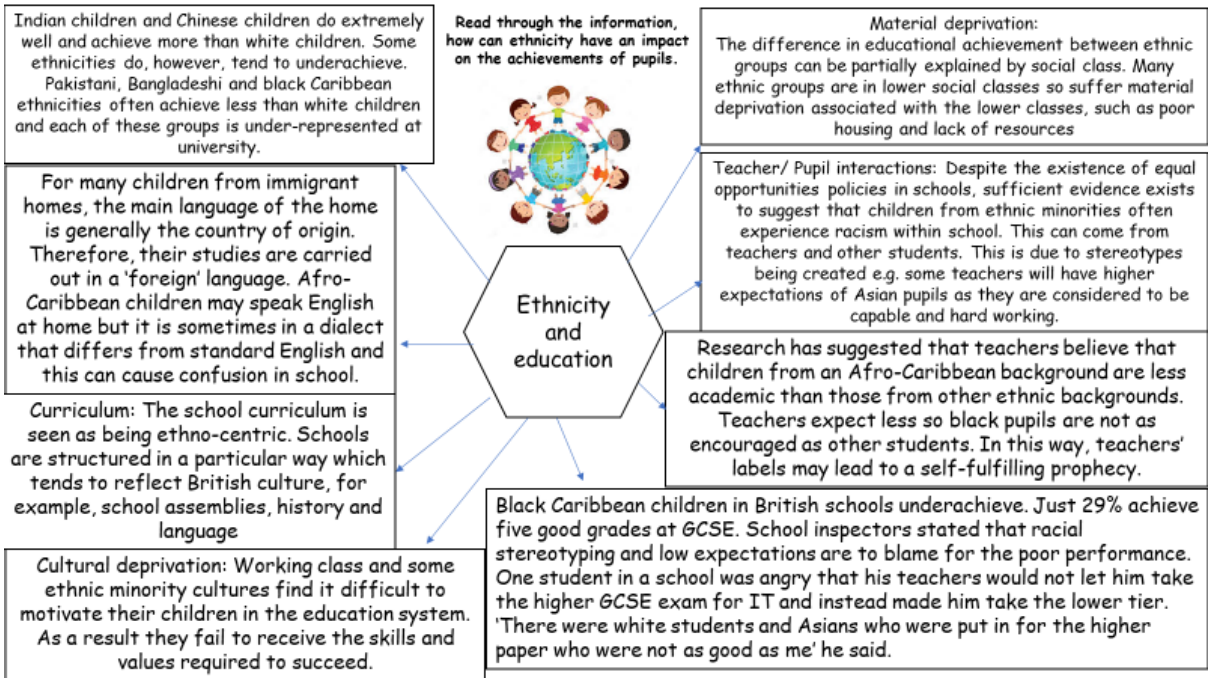
Chinese	76.6
Asian	61.1
Mixed	58.1
National	**57.1**
White	56.8
Black	52.0

Source: DfE (2016).

Percentage of pupils achieving 5+ A*–C GCSE grades including English and Maths, England, 2013–14

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

1. Identify the patterns in educational attainment for different ethnic groups.
2. Identify how far above or below the national figure each group is.
3. What differences do you notice in the ways people's ethnic backgrounds have been categorised in the two tables?



Identify and explain two external factors that might explain why some ethnic groups outperform others in school.

Identify and explain two internal factors that might explain why some ethnic groups outperform others in school.

Reid (1996) pointed out that differences in achievement may be due to class factors causing a doubling-up effect.

'Minority ethnic pupils are more likely to experience deprivation than White British pupils, especially Pakistani, Bangladeshi, Black African and Black Caribbean pupils. For example, 70% of Bangladeshi pupils and almost 60% of Pakistani and Black African pupils live in the 20% most deprived postcode areas compared to 20% of White British pupils' Source DFES research paper 2006

Questions:

1. Explain how the information above supports the idea that social class may be a key influence in explaining differences in achievement between different ethnic groups.
2. Is school dominated by a white mainstream culture? How might the following aspects of school life affect the achievements of some ethnic minority students:

Expectations about clothing may not take into account some minority cultures' norms and values.
Teaching staff may not be from minority ethnic groups
The holidays celebrated may not be those of some minority ethnic groups
The types of food available may not meet the needs of all minority cultures.

3. Identify and explain one way in which teachers might influence the educational achievement of ethnic minority students. (4 marks)

Lesson Ten: Revision

Retrieval Practise: Ten minutes, ten questions

1. What is an ethnocentric curriculum?
2. Why do Mitsos and Browne think that men have suffered an identity crisis?
3. Who said that that being labelled a swot threatens masculinity?
4. What are stereotypes?
5. Why does Katz blame for the underachievement of boys?
6. What priorities did Sue Sharpe argue that girls had in her study in 1994?
7. What is delayed gratification?
8. What is the restricted code?
9. Identify two types of schools?
10. Identify two functions of education

12 marker: *Discuss how far sociologists would agree that school based factors are the main cause of differences in the educational achievement of different social groups.*

Introduction: provide definitions to show you fully understand the question
Paragraph one: explain one school based factor which leads to educational inequality e.g labelling
Paragraph two: explain one external factor which leads to educational inequality e.g. cultural deprivation
Paragraph three: pick either an internal or external factor to discuss.
Conclusion: do you think internal or external factors are more important in explaining inequalities within education for different social groups?

Item A

Attainment of 5 or more GCSE grades A*–C in Year 11 (2003–2006), percentages

Parental occupation	2003	2006
Higher professional	76	81
Lower professional	65	73
Intermediate	53	59
Lower supervisory	41	46
Routine	33	42
Other/not classified (e.g. no occupation)	34	34

Academic achievement in Year 11 GCSE (2006), percentages

Free school meals	5+	8+	5–7	1–4	5+	1–4	none
	A*–C	A*–C	A*–C	A*–C	D–G	D–G	
No	60	45	15	22	11	4	3
Yes	31	18	13	27	20	14	8

Source: Youth Cohort Study (2008).

2 marker: From Item A, examine one strength of the research

4 marker: Identify and explain one factor that may have led to the increases in the attainment of five or more GCSEs grade A*-C between 2003 and 2006 shown in Item A

GCSE GRADE	Education Assessment Ladder		
	AO1	**AO2**	**AO3**
9	Candidates recall, select and communicate accurate and detailed knowledge and a comprehensive understanding of relevant social structures, processes and issues. Thorough answers demonstrating detailed, relevant knowledge and understanding of a range of factors. Evidence of appropriate and sustained sociological language, theories and concepts and these are described in detail. Excellent SPaG	They recognise issues and debates and deploy relevant evidence to reach valid and substantiated conclusions. They analyse links between structures, processes and issues to produce grounded and detailed analyses. The explanations will be fully developed and linked to current affairs and the wider world.	A fully developed analysis and evaluation of the relative importance of a range of factors linked to the topic. There is a sustained line of reasoning, which is coherent, relevant, substantiated and logically structured to support judgements and original and thorough conclusions. They evaluate the use of a range of appropriate methods, sources, information, sociological theories and data to address a question or issue and reach substantiated conclusions.
8	Candidates recall, select and communicate detailed knowledge and thorough understanding of relevant social structures, processes and issues. Coherent answers demonstrating detailed, relevant knowledge and understanding of a range of factors. Evidence of appropriate and sustained sociological language, theories and concepts and these are described in detail. Excellent SPag	They apply relevant concepts, terms and theories effectively in a range of contexts. They recognise issues and debates and deploy relevant evidence to reach valid conclusions. They analyse links between structures, processes and issues to produce detailed analysis. The explanation will be fully developed.	A developed analysis and evaluation of the relative importance of a range of factors linked to the topic. There is a sustained line of reasoning, which is coherent, relevant, substantiated and logically structured to support judgements, and a conclusion linked to the specifics of the question. They identify, explain and evaluate the use of a range of appropriate methods, sources, information and data to address a question or issue.
7	Candidates recall, select and communicate detailed knowledge and understanding of relevant social structures, processes and issues. A coherent answer demonstrating detailed, relevant knowledge and understanding of a range of factors relating to the topic. There will be evidence of appropriate and sustained sociological language, and concepts are described in detail. Very good SPaG	They apply relevant concepts, terms and theories effectively in a range of contexts. They include relevant evidence to reach valid conclusions. They analyse links between structures, processes and issues to produce analysis The explanation will be fully developed.	They identify, explain and evaluate the use of appropriate methods, sources, information and data to address a question or issue. They interpret information and data presented in a variety of forms, evaluate its relevance in relation to the arguments, and reach substantiated conclusions. There is a sustained line of reasoning, which is coherent, relevant and logically structured to support judgements, and a conclusion linked to the specifics of the question.
6	Candidates recall, select and communicate detailed knowledge and understanding of relevant social structures, processes and issues. A coherent answer demonstrating detailed, relevant knowledge and understanding of a range of factors, though some factors will be described in less detail than others will. There will be evidence of appropriate and sustained	They apply relevant concepts, terms and theories effectively in a range of contexts. They recognise issues and debates and deploy some relevant evidence to reach valid conclusions. They analyse links between structures, processes and issues to produce analyses. The explanation will be well developed.	Very detailed analysis and evaluation of the relative importance of relevant factors. They interpret information and data presented in a variety of forms, evaluate its relevance in relation to the arguments, and reach substantiated conclusions. They use concepts, terminology and conventions accurately and appropriately. Reasoned points may not be sustained throughout but are coherent and

	sociological language, and concepts are described in detail. Very good SPaG		relevant to support judgements and a conclusion linked to the question.
5	Coherent answers demonstrating detailed, relevant knowledge and understanding of relevant factors. Candidates recall, select and communicate sound knowledge and understanding of different social structures, processes and issues. There will be evidence of mostly appropriate sociological language and concepts, but these are not always in detail. Good SPaG	They apply appropriate concepts, terms and theories in a range of contexts. They analyse, in a limited way, the structures, processes and issues mentioned in the specification. They recognise and describe relevant issues, referring to appropriate arguments and evidence. They make straightforward links between structures, processes and issues. The explanations will be developed.	A well-balanced analysis or evaluation of relevant factors. Reasoning may not be sustained throughout. A relevant judgement or conclusion in relation to the specifics of the question. They identify and explain, in a limited way, the use of methods, sources, information and data to address a question or issue. They deploy a range of information and data as evidence for conclusions.
4	Answers has some coherence, demonstrating partial knowledge and understanding of factor(s), though lacking in detail and with inaccuracies. Candidates recall, select and communicate knowledge and understanding of different social structures, processes and issues. There will be evidence of mostly appropriate sociological language and concepts, but these are not sustained throughout.	Explanation may be undeveloped and contain inaccuracies. They apply appropriate concepts, terms and theories in a range of contexts. They offer some analyses of the structures, processes and issues covered. They make very straightforward links between structures, processes and issues.	Some balanced analysis or evaluation. Some judgement or conclusion in relation to the specifics of the question. They identify and explain the use of methods, sources, information and data to address a question or issue. They use some information and data as evidence for conclusions.
3	Some knowledge and understanding of some factor(s). Candidates recall, select and communicate limited knowledge and understanding of some social structures, processes and issues. There will be limited evidence of sociological language and concepts.	Some explanations given will be undeveloped and contain inaccuracies. They identify and explain the use of methods, sources, information and data to address a question or issue largely using non-sociological language.	Limited analysis or evaluation only, with some judgement or conclusion in relation to the specifics of the question. They identify evidence in a very limited way, the use of methods, sources, information and data to address a question or issue. They present simple conclusions that are supported by evidence.
2	Basic knowledge and understanding of some aspects of social structures, processes, and issues. There will be very basic evidence of sociological language and concepts.	Very basic explanations will be undeveloped and contain inaccuracies. They identify and explain in a simple, way the use of methods, sources, information and data to address a question or issue.	Very basic analysis or evaluation, if any. They identify evidence and relate it in a simple way to arguments. They present simple conclusions that are sometimes supported by basic evidence.
1	Very Basic knowledge and understanding of some aspects of social structures, processes, and issues. Little, if any, evidence of sociological language and concepts.	Any explanations will be undeveloped and/or inaccuracies. They identify and describe some of the use of methods, sources, information and data to address a question or issue.	Little analysis or evaluation, if any. They identify limited evidence and make basic links to the argument. They present simple conclusions.