Education topics and Studies to learn

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| Topic | Sociologists | Points they made |
| Differences in achievement |  |  |
| Class differencesExternal | Basil Bernstein | * Middle – class mothers choose educational toys
* Working class use the restricted code; middle class use elaborated code with wider vocabulary and more complex sentences. This gives middle classes advantages at school
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|  | Barry Sugarman | Working class sub-culture has 4 features that are a barrier to educational achievement:1. Fatalism 2. Collectivism 3. Immediate gratification 4. Present-time orientation
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|  | Pierre Bourdieu | Middle-class children have ***‘cultural capital’*** which helps at school. It includes knowledge, attitudes, language and tastes. |
|  | Sharon Gewirtz | Cultural and economic capital give middle-class families more choice of schools since marketization started  |
| ClassInternal | Ray Rist | Studied American kindergarten. Teacher ***labelled*** and grouped children as fast learners called ‘tigers’ who were mainly middle class. She treated them differently from ‘cardinals’ and ‘clowns’ who were mainly working class |
|  | Rosenthal and Jacobson | Tested pupils and told teachers they had identified ‘spurters’ (but these were chosen at random). They returned and tested pupils a year later. They found half had spurted. They concluded this was due to labelling and different treatment which led to a ***self-fulfilling prophecy*** |
|  | Colin Lacey | Found that pupils place in low-streams (mainly working-class) lost self-esteem. Many then formed ***anti-school subcultures*** to gain status among peers. |
|  | Gilborn and Youdell |  ***A-C economy since*** marketization has led to ‘Educational triage’. Schools ignore ‘hopeless cases’ often working class and/or black which leads to self-fulfilling prophecy and failure |
| Ethnic differencesExternal | Sewell  | High proportion of lone parents means black lone parent families suffer ‘cultural deprivation’ financially and because of lack of a male role model. This makes them underachieve. |
|  | Bhatti | Asian parents are very supportive but do not always know how the education system works – lack cultural capital |
|  | Flaherty  | Material deprivation - Pakistanis and Bangladeshis’s three times more likely than whites to be in poorest 20% of population and live in overcrowded households |
| Ethnic differencesInternal | Gillborn and Youdell | ‘racialised expectations’ led teachers to label black children and discipline them more than others for the same behaviour. |
|  | Mirza | Racist teachers discouraged black pupils form being amibtious |
|  | Troyna and Williams  | **‘ethnocentric curriculum’** in British schools which prioritises white culture. This is an example of **institutional racism**  |
| Gender differencesExternal | Sharpe | Interviewed girls in 1970s and 1990s. Found low aspirations in 1970s and priorities were ‘low, marriage, husbands, jobs’. In 1990s careers to support themselves were a priority. |
| Internal | Stephen Gorard | 1988 GCSEs were introduced and coursework. This favoured girls who then did much better than boys. |
|  | Epstein | ***Laddish subcultures*** form because working class boys who study are labelled as sissies or ‘gay’ because they associate masculinity with being tough and manual work. |
|  | Norman | Teachers encourage boys to be tough and girls to be quiet and helpful. This early socialisation shapes boys and girls interests and ‘gender domains’. |

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| Role of Education |  |  |
| Functionalists | Durkheim | **Creating social solidarity** – education teaches a sense of community and commitment to the wider social group**Teaching specialist skills** – needed to take on a job role; vocational courses as well as academic. |
|  | Parsons | **Meritocracy** – Everyone is given an equal opportunity andwe pass or fail through our own efforts and ability. |
|  | Davis and Moore | Role allocation – education helps to match individuals to the job they are best suited to. |
| New Right | Chubb and Moe | Each family should have a voucher to spend on buying education at the school of their choice. This would make schools compete and would improve quality |
| Marxism | Althuser | The education system is an **ideological state apparatus** which reproduces class inequality and legitimates it by persuading workers to accept that inequality is fair |
|  | Bowles and Gintis | The ***correspondence principle***. They argue that school uses a ***hidden curriculum*** to teach pupils to accept hierarchy and competition. This prepares working class pupils to accept their role as exploited workers. They do this through the ***myth of meritocracy***. |
|  | Willis | Studied working class boys who did not accept the myth of meritocracy and rebelled against school. Ironically this led them to fail academically and have to take on unskilled jobs that suits capitalism. |
| Educational policy and inequality | 1944 Education Act | Idea of meritocracy led to **tripartite system**. 11+ exam to compete for places in Grammar schools(academic).Those who failed went to secondary modern schools. This *reproduced*  and *legitimised* class inequality. |
|  | 1988 Education Reform Act | Margaret Thatcher (conservative) introduced ***marketization.***  |
|  | Miriam David | Marketisation led to ***parentocracy.*** It gave power to parents and encouraged diversity and choice***.*** |
|  | Stephen Ball and Geoff Whitty | Marketisation reproduces inequality because middle-class parents have the ***cultural capital*** to get their children into good schools. This is the ***myth of parentocracy.*** |
|  | New Labour policies since 1997 | Education Action Zones (city academies with more funding), EMA to encourage low income students to stay on at school .  |
|  | Coalition/ Conservative policy 2010 - present | Schools encouraged and now being told, to become Academies – schools run independently from local government controlDeveloped free schools – schools set up by parents and/or local businesses |