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| **Title**  | **... evaluate the view that External factors are the main cause of underachievement for the working classes (30 marks)** |
| **Introduction** | Explain what is meant by external (out-of-school) factors, briefly explain that you will be focusing on and evaluating these explanations; * **material deprivation,**
* **cultural deprivation,**
* **cultural capital**
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| **1. Materia Deprivation**  | **Material Deprivation** **– explain what this is. Explain that one way of measuring material deprivation and achievement in free school meals and 5 A\*-C grades – what do the statistics show**? * **Give examples of the way in which material factors affect achievement** e.g., home environment, affording resources and tutors, having part time jobs.
* ***Waldfogel and Washbrook*** (2013) support ideas of material deprivation – outline their study
* ***Cooper and Stewart*** also support ideas of material deprivation – outline their findings
* **Marketization** – how does schools wanting to attract middle class ‘customers’ link to material deprivation?
* ***Robinson*** – addressing child poverty is the most important thing that can be done to address the issue. How might a Marxist modify or add to this idea?
* Supplementary material - current trends in child poverty? (see article in folder on GOL and/or Google for recent statistics.)
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| **Evaluation of material deprivation:** | * Could it be argued that most students have equal opportunities in education? Is help available? Is material deprivation a full explanation? What might a Functionalist say? What would a social democratic or New Right response be to this? Can this be meritocratic?
* Because of material factors, some students may be labelled in school – this labelling may be what causes underachievement and therefore internal factors may also be important, causing a self fulfilling prophecy – explain**.**

**Back to the question:** how significant can it be argued that the external factor of material deprivation is to underachievement? |
|  **2. Cultural deprivation** | **Cultural deprivation – explain what this is. How does it provide a fuller explanation of underachievement than just material factors? They are linked to Functionalist approaches- why? Explain the following examples if cultural deprivation:*** ***Douglas*** (1964) – parental interest
* ***Sugarman*** – working class values
* ***Bernstein*** – language – elaborate and restricted codes
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| **Evaluation of cultural deprivation:** | * ***Keddie*** (1973) – cultural deprivation is a myth - can you be deprived of a culture? Is it victim blaming?
* ***Mortimore and Whitty*** (1997) material factors have a greater impact than cultural ones
* Those who have a different culture may be more prone to forming **anti school subcultures** in school –and this may also be a contributing factor to labelling aswell – how might these affect achievement (Willis could be useful here)

**Back to the question**: how significant is the idea of cultural deprivation to explaining class and underachievement? |
| 1. **Cultural Capital**
 | * **Bourdieu – explain cultural capital.** High status knowledge that is valued by the education system. Links to other forms of capital.  **Give examples of such knowledge / behaviours.**
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| **Bourdieu** | * ***Bourdieu*** argues that both middle and working class culture are equally valid. However, the middle classes have the power to be able to determine their culture as the most worthy and superior.
* Schools are middle class institutions run by middle class people
* Therefore, the working classes are at a disadvantage in the education system right from the start
* This is linked to ideas of ***Bernstein*** for example – language spoken in schools is different at home for the working classes
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| **Evaluation of cultural capital** | * ***Sullivan*** (2001) cultural capital only explains part of the picture and greater resources and aspirations of the middle classes are more significant
* However aspirations may be argued to be part of cultural capital….
* Students without the high status knowledge needed may also be put into **lower sets**, this could be a form of labelling. How does this affect achievement?

**Back to the question:** how significant is the idea of cultural deprivation to explaining class and underachievement? |
| **Internal and external factors** | * ***Labelling, setting and subcultures*** may also have a significant impact. Bourdieu also discusses habitus and symbolic capital – explain how these external factors also link to internal factors
* Archer also expands on Bourdieu's ideas about symbolic capital by examining ‘Nike Identities’ – explain her findings.
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| **Conclusion** | **Back to the question:** to what extent are external factors the most important? Are they more important than internal factors? Can we really separate them? |