

Year 10 Sociology – Education

Types of State School					Specialist Schools		Private Schools	Alternative to schools	
State	Comprehensive	Grammar	Academy	Faith	Technical Colleges	Special Schools	Private	Deschooling	Homeschooling
Funded by the government (state) Free to attend (admissions by catchment) Teach the National Curriculum	A state funded school that admits any pupils, regardless of ability	These select pupils based on academic ability Pupils must pass the 11+ to attend	These receive funding directly from the government and have more control over how to spend it. Do not have to follow the National Curriculum.	These select students if they are of a certain faith (e.g. Christian, Catholic, Muslim)	Secondary schools that focus on specific vocational courses (art, fashion, trades, performing arts)	These educate children with Special Educational Needs (SEN) and may follow a different curriculum	Parents usually pay for their children to attend Do not have to teach the National Curriculum Usually have smaller class sizes and improved facilities / opportunities	Schools that are student led, lessons are optional, and focus is on students wants rather than following National Curriculums.	Where children are educated at home by parents/tutors etc. rather than in school. They must receive a full-time education. May be due to bullying, SEND or behaviour issues

	Setting	Labelling	Subcultures
In-School Factors	Pupils are in different sets for different subjects. Improves achievement – pupils in higher sets could be challenged Could decrease achievement in lower sets	Becker (1971) - Teachers could label pupils because of stereotypes which could lead to a self-fulfilling prophecy Improves achievement – if pupils accept positive label, could decrease achievement if pupils accept negative label	Pupils may join subcultures who have their own set of norms and values. Could improve achievement by joining 'pro-school' subcultures. Could decrease achievement if join 'anti/counter school subcultures who don't value education.
Social Class	Working Class students are likely to be placed into bottom sets by teachers	Working class students are more likely to be negatively labelled by teachers due to language and dress	Working class boys are more likely to be involved in anti-school subcultures that value 'mucking around' (Willis, 1977)
Gender	Girls are more likely to be placed into a top set.	Girls are more likely to receive positive labels such as 'smart' or 'hardworking' boys are more likely to receive negative labels.	Girls are more likely to join pro-school whereas boys more likely to join anti-school subcultures/
Ethnicity	Students are likely to be placed into bottom set due to racist stereotypes.	Black students are most likely to be negatively labelled by schools and 3x as likely to be excluded	Black students are more likely to be involved in 'street culture' that value misbehaving at school.

	Cultural Deprivation	Material Deprivation	Parental Attitudes/Socialisation
Out-of-School Factors	Children may not be taught the correct culture (values, language, dress, attitudes) to succeed at school.	Parents may lack the financial resources to support their children at school. They cannot afford uniform, laptops, books, equipment.	Some parents will highly value education, they will encourage their children to do well and support any punishment/work from the school. Other parents may socialise their children not to do well at school
Social Class	Working class students lack the cultural ability to succeed at school, unlike middle class children whose culture matches that of the school	Working class students are more likely to live in poverty than middle class students. This explains why they achieve worse grades.	Working class parents encourage an attitude of immediate gratification, focusing on enjoyment now rather than in the future.
Gender	Boys are more likely to suffer from cultural deprivation than girls	Has no impact on gender and achievement	Girls are socialised to enjoy reading, writing and discussion, allowing them to do better at school than boys
Ethnicity	Ethnic minority students may lack the language skills and understanding of British culture to be successful in school.	Some ethnic groups are more likely to live in poverty than others, for example Black Caribbean students.	Some ethnic groups value education more highly than others, for example Chinese pupils



Durkheim
Functionalism

- Durkheim focuses on the role of education he argues that the role of education is to transmit the norms and values of society to the next generation.



Parsons
Functionalist

- Parsons argues there are two main roles of the education system.
- First is to act as a secondary socialisation
- The second is to be meritocratic – to judge each individual according to their ability



Bowles and Gintis
Marxist

- Correspondence Principle. Schools reflect the workplace and train working class students to accept their position. Schools are therefore, not meritocratic.



Willis
Marxist

- Working class boys join anti school subcultures where they attempt to avoid attending lesson. However, this prepares them for a world of low paid, manual labour



Ball
Interactionist

- Pupils in lower sets are more likely to be working class, were not given as much support, were labelled and more likely to be disruptive as a result.



Gewirtz
Interactionist

- Focused on the marketisation of schools (how schools are behaving more like businesses). increased parental choice and league tables led to pressure for schools to focus on higher ability (MC) students. Middle class parents use their knowledge to get their children into better schools

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Comprehension Questions

1. Define the term state school
2. Why might a Marxist criticise grammar schools?
3. Define the term Marketisation
4. Which sociologists argue school is a key part of secondary socialisation?
5. How might labelling impact a black student?
6. How might parental attitudes impact girls?
7. How might material deprivation impact a working class student?
8. Explain 1 Marxist criticism of the education system
9. Define the term faith school
10. Who developed the term correspondence principle?

Research Task

Create a research poster on Eton College.

You should include:

1. Some facts about the history of the school
2. How much the school costs
3. Some famous ex pupils of the school
4. Why the school is seen as one of the best in the world
5. How a Marxist will view the school
6. How a Functionalist will view the school

Creative Task

Design your own school that would be supported by Marxists and Feminists.

You should include:

A uniform

What lessons will be taught

A logo and name

How teachers will treat students

What extra equipment your school will have (sports hall, computer suites, canteen, etc.)

How many students will attend

Where it will be located.

Exam Practice Question

Have a go at these exam practice questions. Make sure to give it to your teacher so they can mark it for you.

Discuss how far sociologists agree that school-based factors are the main cause of differences in the educational achievement of different social groups
[12 Marks]