THE HECTIC TEACHER
RESOURCE

Human Capital means the stock of Knowledge, skills, values, habits and creativity that makes someone an economic asset to society.

Hidden Curriculum means the informal learning processes that happen in school It is a side effect of education that teaches students the norms and values of society.

Particularistic Values means values and Rules which only apply to that particular Person in a given situation (e.g. Home)

Universalistic Values means values and Rules which apply to all members of Society equally.

The four functions of education

Identify + Key Thinker	Explain	Evaluation
1 Socialisation and Social Solidarity — Durkheim	The education system meets a functional pre-request of society by passing on the cultural and values of society. This is achieved hidden curriculum and PSHE lessons. This helps to build social solidarity as it teaches students the core values of society.	• Ignores aspects of education which are dysfunctional, such as negative conflict. • Myth of meritocracy – private education
2 Bridge between family and society. — Parsons	Parsons believed that schools provide a link between the family and wider society which allows students to move from the ascribed status and particularistic values of the home to the meritocratic and universalistic values of wider society.	• Marxists – Hidden Curriculum reinforces social inequality and maintains ruling class ideology. • Feminists – Hidden curriculum maintains and reinforces patriarchy not meritocracy.
3 Developing Human Capital — Schultz	This suggests that investment in education benefits the wider economy. Education can provide properly trained, qualified and flexible workforce. They argue that education makes sure that the best and most qualified people end up in jobs that require the most skill.	• Wong – Functionalists see children as passive puppets of socialisation when the process is much more complex and involves teacher – pupil relationships.
4 Role Allocation — Davis and Moore	The education systems provides a means to selecting and sifting people into the social hierarchy. In a meritocratic society access to jobs and power, wealth and status are directly linked to educational achievement.	• There is a weak link between educational achievement and

New Right View of Education

Role of Education	Influence of Education Policy
Similar beliefs to the functionalists but believe that he state takes too much of a role and the free market policies (marketisation) would raise standards. Schools should compete with one another and parents and pupils should be seen as consumers. Chubb and Moe - Education Vouchers and Parentocracy.	1980's Vocational Education 1988 Education Reform Act: • Funding formula • League Tables New Labour - Academies Coalition Government • Free Schools • Privatisation of Education

Ideological State Apparatus means a Social institution whose main role is to pass on the dominate ideology of the Ruling class.

Repressive State Apparatus means a social institution whose role it is to enforce the dominant ideology by force or threat of force – e.g. police

Correspondence Principal means the ways in which the education system Mirrors the world of work. E.g. hierarchy, punctuality and

Hidden Curriculum means the informal learning processes that happen in school it is a side effect of education that teaches students the norms and values of society.

The main role of education is to maintain capitalism and reproduce social inequality.

Althusser		Bowles and Gintis	
Reproduction of social inequality	Legitimisation of social inequality	Correspondence principal	Myth of Meritocracy
Education deliberate engineers W/C failure in order to create an unqualified factory workforce. Private education prepares children of the elite for positions of power. Hidden Curriculum is shaped to assist M/C achievement and deter W/C achievement.	M/C has access to more cultural and economic capital which puts them at an advantage. Education encourages students to blindly accept capitalist values, through the hidden curriculum.	School processes mirror the world of work in order to prepare them for manual labour: • wages not satisfaction • Lack of control • Obedience • Achieved status • Discipline and consequences • Boredom	Education claims to be meritocratic but schools discriminate in favour of the middle class, e.g. language. Hidden Curriculum lowers working class ambitions.

Evaluation

| Giroux – Neo Marxism	Social Democratic	New Right	Neo-Liberals	Postmodernism
Rejects the view that WC passively accept their position to become compliant workers. Existence of anti-school subcultures, truancy and exclusion suggest both the hidden curriculum and correspondence principal have failed. Marxists often fail to acknowledge that gender and ethnicity often combine with class to produce success or failure.	Halsey Floud and Martin suggest that Marxists exaggerate the effect the education has on working class achievement. They point out that govt policies such as comprehensivisation have improved the chances of the working class.	Saunders claim that middle class educational success is due to biological differences.	Chubb and Moe argue that the Marxists fail to see how education has failed all social groups not just the working class. They believe that education has failed to equip all students with the skills needed to be successful in the global market place.	Marxists fail to acknowledge that education actually reproduces diversity rather than inequality. Morrow and Torres claim the students create their own identities rather than being constrained by traditional structures like class. In postmodern societies students are able to make their own choices about their identity e.g. increasing numbers of trans students.

Setting means placing students in groups according to ability in individual subjects.

Streaming means placing students in groups according to ability across all subjects.

Ideal Pupil means the characteristics that a teacher subconsciously looks for in a good pupil.

Self Fulfilling prophecy means when a pupil takes on the label that they have been by the school and acts accordingly.

Characteristics of an ideal pupil

Female

White

M/Class

Quiet
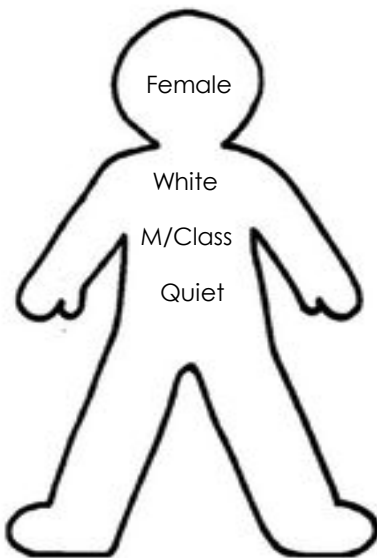
Bernstein – Language Codes

Restricted Code	Elaborate Code
W/C Limited vocab Short unfinished sentences Grammatically simple Context bound	M/C Wide vocab Grammatically complex Varied and abstract Context free

Pupil Sub cultures

Anti –school subcultures	Pro – School Subcultures
Lower streams Rejection of school values Truanting Disruption Not doing homework	Committed to school values Gain approval / status through academic success

Labelling Theory

Outline	Labelling theory suggest that teachers often attach a label to a pupil that has little to do with their actual ability or aptitude. Instead they form an opinion of the student based on how close the students fit the ideal pupil. Becker suggests that teacher/ pupil interactions are based upon these labels and can lead to a self fulfilling prophecy where the students take on the label and act accordingly.
Evaluation	Deterministic Focuses on the negative effects Labelling theory attributes too much importance to 'teacher agency' (the autonomous power of teachers to influence and affect pupils) – structural sociologists might point out that schools themselves encourage teachers to label students Teacher training.
Reactions	Self fulfilling prophecy Rejection of the label - Margaret Fuller's (1984) research on black girls in a London comprehensive school found that the black girls she researched were labelled as low-achievers, but their response to this negative labelling was to knuckle down and study hard to prove their teachers and the school wrong.

Labelling – Case Studies

Rosenthal and Jacobson	Ray Rist	Hempel Jorgenson
Pygmalian in the classroom. Fake IQ test given to students. Random 20% students identified as bright (bloomers), went back after a year and found that those students had made more progress then others.	US Primary school study. Teacher used home background to group/segregate students. Tigers – Neat m/c, fast students. Cardinals – W/C middling ability. Clowns – W/C troublesome. Labels carried through later years	Ideal pupil varies according the make up of the school. Aspen – W/C sch. Discipline was a problem. Ideal pupil is quiet, passive and obedient. Rowan – M/C sch. Few dicispline problems. Ideal pupil is defined by personality & academic ability rather than behaviour.

Middle Class means occupations that are mostly white collar and professional jobs. Highly Educated

Working Class means mostly blue collar and manual jobs. Low educational achievement.

Internal Factors refers to factors inside of the school which influence educational achievement.

Educational Triage means putting students into 3 streams. M/C in the top streams, C/D Boarder line, W/C in lower streams.

A-C Economy means schools are judged based on the number of students who Achieve A – C grades at GCSE.

Factor	Outline		Impact on Achievement	Evaluation
Labelling	Labelling theory suggest that teachers often attach a label to a pupil that has little to do with their actual ability or aptitude. Instead they form an opinion of the student based on how close the students fit the ideal pupil. Becker suggests that teacher/ pupil interactions are based upon these labels and can lead to a self fulfilling prophecy where the students take on the label and act accordingly.		Self fulfilling prophecy Rejection of the label - Margaret Fuller's (1984) research on black girls in a London comprehensive school found that the black girls she researched were labelled as low-achievers, but their response to this negative labelling was to knuckle down and study hard to prove their teachers and the school wrong.	Deterministic Focuses on the negative effects Labelling theory attributes too much importance to 'teacher agency' (the autonomous power of teachers to influence and affect pupils) – structural sociologists might point out that schools themselves encourage teachers to label students Teacher training.
Self Fulfilling Prophecy	When students take on the label that is attributed to them by the teacher or school. This can either be a positive or negative label.		A negative label usually placed on W/C students can lead to students forming an anti-school subculture and underachieve at school. A positive label usually applied to M/C students due to ideal pupil characteristics can lead to a pro-school subculture and help students to achieve at school.	Deterministic Rejection of the label - Margaret Fuller's (1984) research on black girls in a London comprehensive school found that the black girls she researched were labelled as low-achievers, but their response to this negative labelling was to knuckle down and study hard to prove their teachers and the school wrong.
Setting / streaming	Setting is the placement of students into ability classes within individual subjects. Streaming is the placement of students into ability groups going across all subjects.		W/C students are usually placed in the lower streams/sets which can lead to lower self esteem and therefore under achieve. Being placed in lower streams can also limit student achievement by not allowing them access to opportunities to achieve.	Setting and streaming allow for higher ability students to be stretched and the lower ability students to be supported which can lead to higher achievement.
Pupil sub cultures	Anti –school subcultures Lower streams Rejection of school values Truanting Disruption Not doing homework	Pro – School Subcultures Committed to school values Gain approval / status through academic success	W/C are more likely to be part of an anti-school subculture where by status is not achieved through educational achievement but through disruptive behaviour and therefore unlikely to achieve at school.	Not all students become part of a pro or anti school subculture.
Pupil's class Identity.	Habitus – learned or taken for granted ways of thinking, being or acting that are shared by a particular social class (Bourdieu) It includes their tastes, outlook on life, expectations and what is normal or realistic for people 'like us'		M/C have power to set the habitus of the school giving M/C students an advantage. W/C habitus is devalued by schools and W/C students felt that they had to change who they are in order to be academically successful. W/C habitus sees HE as undesirable and unrealistic.	Postmodernists argue that class doesn't have as much of an impact on students identity anymore due to the pick and mix culture.

External Factors means elements from outside of the school environment which will effect educational achievement.

Cultural Deprivation means having inferior norms and values, skills and knowledge that make it difficult to access education.

Material Deprivation means not having the resources or spaces available to do well in school – linked to poverty.

Which factors has the most influence? Why

Cultural Deprivation

Language

The way parents communicate with their children essential part of cognitive development and it is suggested by **Hubbs-Tait** that parents who challenge their children to evaluate their thinking are more likely to have higher cognitive ability. Feinstein suggested that this is more likely to happen in families where the parents are educated and therefore middle class.

Bernstein identified that the working class and the middle class have different language codes, the working class use a restricted code which involves simple grammar, limited vocab and gestures. Where as the Middle class use an elaborate code which involves complex grammar, fuller sentences and more abstract ideas. This puts MC students at an advantage at school as teachers, textbooks and the education system tend to use the elaborate code

Parents education

Douglas argues that parental attitudes to education and their own levels of education often have a big impact on educational achievement. He argued that working class parents place less value on education and therefore are less likely to push their children academically and visit school less often and as a result the children have lower levels of motivation and achievement. Feinstein also states that parents levels of education impact achievement as middle class parents socialise their children differently, in particularly terms of parenting style where middle class parents are more consistent in terms of discipline and educational behaviours.

Working class Subculture

Sugarman argues that the working class have a different culture to the middle class which is a barrier to educational achievement. He identified 4 elements of this subculture:
1. Fatalism
2. Collectivism
3. Immediate Gratification
4. Present time Orientation.

Which leads to under achievement in education. Sugarman also links this to the security of middle class jobs which have room for progression and encourages ambition and long term planning which is then socialised into children who apply it to their education.

Material Deprivation

Overview

Material deprivation refers to poverty and lack of material necessities which aid educational achievement.

Poverty and lack of material necessities is closely linked with social class as it is more likely that the working class are going to have a low household income and inadequate housing which can lead to low educational achievement.

Cost of Education

Although education in the UK is provided free at the point of services there are many hidden costs to education that can leave working class pupils at a disadvantage. **Tanner** points to the costs of transport, books, computers, uniforms, equipment and field trips can place a heavy burden on working class families. **Flaherty** also suggests that there is a stigma attached to those on FSM which prevents to some from taking up the entitlements. **Smith and Nobel** also suggest that working class pupils are at a disadvantage as they cannot afford private tuition or schools. **Ridge** highlights that working class pupils might need to take on paid work whilst still at school in order to help the household which takes time away from study.

Housing and Health

Housing and health can have both a direct and indirect affect on educational achievement. For example overcrowding can have a direct effect in terms of lack of space for study, disturbed sleep and lack of developmental play. It can also have an indirect effect in terms of child's health and welfare as cold and amp housing cause ill health. **Howard** notes that children poorer families have poorer diets and nutrition which leads to lack of energy and higher absence rates. **Wilkinson** also points out that there is I higher rate of hyperactivity and ADHD amongst 10 year old who are from lower income backgrounds which can lead to issues with education.

Bourdieu and Capital

Types of Capital

Bourdieu states that there are three interlinked types of capital which combine both material and cultural factors to explain why MC students do better than their WC counterparts. His three types of Capital are:
• Cultural Capital – referring to the knowledge, attitudes, values, language and abilities of the middle class.
• Economic Capital – referring to money and household income.
• Educational Capital

Conversion

Bourdieu argued that these three types of capital could be converted from one to anther and were inexorably interlinked. For example middle Class have the economic Capital (money) to be able to provide cultural experiences such as holidays abroad and trips to museums which then leads to academic achievement and Educational Capital. Additionally Economic Capital can be used for private schooling and tutors to increase academic attainment.

Alice Sullivan (2001)

Completed a study to assess students cultural capital. She used questionnaires and got 465 pupils across 4 schools to complete them. She found that those students who showed greater cultural capital were children of graduates and more likely to succeed at GCSE, however cultural capital was only part of the reason for differences in educational achievement by social class, access to resources and greater aspirations also have a big impact.

Differential Educational Achievement: Gender (Internal Factors)

Gender Gap in Achievement

Starting school	2013 Teacher assessments showed that girls were out performing boys in literacy, language, maths and PSED
Key Stage 1 - 3	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.
Key Stage 4	The average gap at KS4 stands about 10 points but the gap is increasing.
Keys Stage 5	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.
Vocational Education	Although boys are more likely to take a vocational qualification than girls, girls are still more likely to receive a distinction.

Factor	Outline	Impact on Achievement	Evaluation
Equal Opportunities	Government policies for education that have aimed to create more opportunities for girls to take part in what have traditionally been make subjects for example GIST & WISE. The national curriculum also levelled the playing field as girls and boys had to study the same subjects.	**Boaler** suggests that 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.	**Liberal Feminists** Celebrate the progress that have been made in education and achievement for girls but believe that there is still work to be done. They see the need for continued equal opportunities policies, more positive roles models and education against sexist attitudes and stereotypes in order for true equality in education to be achieved.
Role models	In the last 20 years there has been an increase in the number of females taking up head teacher and senior teacher roles which acts as role model for girls showing them that they can achieve positions of importance and power.	By having role models to look up to in no traditional positions Girls are more likely to work harder to achieve these goals themselves which leads to them achieving more educationally.	
GCSE and Coursework	Course work was introduced in 1988. **Gorard** noted that the achievement gap was fairly constant between 1979 and 1989, however once coursework was introduced girls began to out perform boys and the gap widened.	**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.	**Radical Feminists** Radical feminists recognise that girls are achieving more but they emphasis that this is in spite of the patriarchal nature of the education system rather than due to major changes in education. The use the following as evidence of patriarchy in education: • 1/3 of 16-18 yr old girls said they have experienced unwanted sexual touching in school. • Women are hugely underrepresented in the curriculum, **Wiener** calls history a Women Free Zone. • There are still many more men in positions of authority in education such as Head Teachers especially in secondary schools. • There is still the genderisation of subjects and career options which limit girls choices and options.
Teacher Attention	**Peter and Jane French** analysed classroom interactions and noted that 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.	This negative interaction could explain why teachers respond more positively to girls which could lead to a self fulfilling prophecy allowing girls to achieve and boys to underachieve	
Challenging Stereotypes	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.	**Weiner** shows that 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 Tables / Selection	The introduction of league table have made girls more desirable for schools as they are likely to achieve better grades. **Slee** points out that boys are more likely to have behavioural issues and four times more likely to be excluded which reflects badly on a school in the competitive nature of education today.	**Jackson** links this desire for high achieving girls to a self fulfilling prophecy. League tables have created greater opportunities for girls and they fact they are more desired by schools means that girls take on a self fulfilling prophecy and master status of higher achievement.	

Factor	Outline	Impact on Achievement	Evaluation	Which factor has the biggest impact?
Feminism	The 'Feminist Movement' has improved the rights of women as well as raising expectations & self-esteem/ motivation of women. Women are no longer strictly bound to the 'Mother/ Housewife Role'.	**Sue Sharpe** Interviewed girls about their career aspirations & concluded that, due to increased employment opportunities, females have become extremely ambitious & aim for 'high professions' such as Doctors & Solicitors. More role model who 'have it all'	Glass Ceiling and Pay Gap still exists Traditional gender roles in regards to motherhood **Diane Reay** – Class Gender and Ambition Myth of Meritocracy	
Changes in the Family	Primary Socialisation: Perhaps traditional 'Female' socialisation is more suited to education than typical 'Male' socialisation – Bedroom Culture. More lone parents families headed by women and duel earning families raises girls aspirations.	Bedroom culture – quiet, reading, submissive attitudes which are favoured in schools → ideal pupil		
Changes in Women's employment	**Mitsos & Browne** (1998) highlight how the growing Service Sector/ Economy has created more 'feminised' career opportunities for women e.g. in Health Care, Hospitality, Teaching, Clerical, Childcare professions. Equal pay act etc open up more opportunities for girls in	The changes have encouraged girls to see their future as more than housewives and mothers but having greater career opportunities and financial independence. Aspirations to get these job push girls to do well in education in order to achieve these career goals.		
Changing Girl's Ambitions	Decline of traditional gender roles – Stay at home Dads, duel earning families. Individualisation – Beck and Beck **Genshiem**: Independence is highly regarded in modern society in order to gain recognition and status.	In order to achieve the desired goals of independence and self sufficiency girls now recognise the need for good education. Educational success becomes a central tenant to girls identity.		

Impact of social class on girls achievement.

Although in general girls are achieving more than boys in education this is not always the case. Only 40.6% of girls from poorer family's (eligible for FSM) achieved A*-C grades compared to 67.5% of those who are not on FSM.

Working Class Girls Dilemma

Archer believes that many working class girls are faced with a dilemma of either gaining symbolic capital from their friends or gaining educational capital by rejecting their working class identity and accepting and conforming to middle class habitus.

Archer believed that these two identities are in conflict with each other and although girls may view themselves as "good underneath" despite negative views of them by teachers, they underachieve due to the acceptance of symbolic capital over educational capital.

Successful Working Class Girls

Evans points out the although W/C girls are more likely to underachieve there are those who do achieve academically and go on to higher education. In her study of 21 6th form girls in South London she found that the girls wanted to go to university to increase their earning potential but it wasn't for themselves but to help their families.

Skeggs points out that caring is a crucial part of working class girls identity and although living at home during university can be an economic decision it is also a positive caring decision with girls wishing to stay close to family in order to continue to help out.

Female Identities

	Outline	Impact on Achievement
Symbolic Capital	**Archer** uses the term symbolic capital to refer to the status, recognition and sense of worth that girls receive from others. Archer found that W/C girls gained symbolic capital from their peers which put them in conflict with the school ethos.	The conflict that is caused by the gaining of symbolic capital from peers leads to W/C girls failing to achieve education and economic capital and repeating the cycle.
Hyper-Heterosexual feminine identity	**Archer** suggests that one way that girls gain symbolic capital from their peers is through the construction of a Hyper-Heterosexual Feminine Identity which combined black urban American styles with unisex sports wear and sexy clothes and make up.	This Hyper-Heterosexual Feminine identities can bring girls into more conflict with the School due to teachers seeing the preoccupation with appearance as a distraction from learning, but also the breaking of school appearance rules with jewellery and make up. This also led to what **Archer** called "othering" and labelling these girls as incapable of educational success. **Bourdieu** referred to this as symbolic Violence – the harm done by denying someone symbolic capital by determining their culture as worthless.
Boyfriends	A second way that girls gain symbolic capital is by having a boyfriend was another way that girls gain symbolic capital from their peers.	**Archer's** study found that having a boyfriend often lowered a girls aspirations and got in the way of their education. Archer Found that when the girls in her study got a boyfriend they often lost interest in attending university or studying what was considered masculine subjects such as science and maths. Instead their aspirations changed to settling down, having a family and having local feminine jobs such as child care.
Being loud	A final way that some working class girls gained symbolic capital was by adopting loud, assertive, outspoken and independent personas and they would challenge teachers authority and the school ethos.	This behaviour is often interpreted as aggressive rather than assertive and can lead to girls being removed from lesson and possibly from school which leads to lower attainment.

Differential Educational Achievement: Gender (Boys)

Factor	Internal or External	Outline	Impact on Achievement
Literacy	Internal	DfCSF (2007) argue that 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.
Crisis of Masculinity	External	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'= low self esteem and motivation to get grades. Decline is mainly in manual working class jobs, which didn't need qualifications. Unlikely that disappearance of such jobs would impact on boys motivation to obtain qualifications
Feminisation of Education	Internal	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 school
Lack of Male Primary teachers	Internal	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.
Laddish Sub Cultures	Internal	Boys gain symbolic capital amongst peers 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.
Over Estimation of Ability	External	**Barber** (1996) boys see themselves as more capable than they really are. This belief runs through to their GCSE exams where they fail to do as well as thy imagined but blame everyone but themselves. This overconfidence to come from living in a patriarchal society where men assume they will always succeed over women	Over confidence leads to lack of preparation for examinations and class work. Accepting responsibility is showing weakness.

Policies to improve Boys Achievement

Raising Boys Achievement Project	RBA was a four-year project (2000-2004) which focused on issues associated with the apparent differential academic achievement of boys and girls at key stage 2 and key stage 4 in schools in England.
National Literacy Strategy	Daily "literacy hour" • Fifteen minutes sitting together working from a shared large print book. • A further 15 minutes focusing on certain words with the class. • Twenty minutes devoted to reading or writing on their own or in small groups. • The final 10 minutes should be spent in a group going over all the main points. • The strategies have only ever been recommended, not compulsory
Reading champions	Uses male role models celebrating their own reading interests.
Playing for Success	**Playing for Success** was an initiative which aimed to raise literacy, numeracy and ICT standards amongst demotivated KS2 and KS3 pupils by holding out-of-school-hours study support centres at football clubs and other sports grounds.
Dad's and Son's	Dads and Sons is primarily aimed at fathers of boys aged 11-14. Fundamentally, its aim is to increase dads' involvement in their sons' education The aims of the campaign are: • To help dads play a greater role in their sons' education • To generate media interest in the issues around fathers helping with their sons' educations
Recruitment of Male teachers	Recruitment events at universities across the country, which have been targeted particularly at male students in STEM subjects.

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Traditional subject Choices

Boys	Neutral	Girls
Maths	English	Humanities
Physics	Social	Languages
Technology	Sciences	
	Business	

Trends in subject choice at GCSE

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 Technology where as girls opt more for the humanities and arts based subjects.

Trends in subject choice at A Level

The difference in subject choice are much more apparent at A Level with wider choice available. Boys still tend to take more technical subjects such as computing, physics and maths and girls taking subjects such as sociology, English and Languages.

Trends in subject choice: Vocational Education

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. Where as boys tend to go for more technical courses such as mechanics, engineering and construction.

Explanations for trends in Subject Choice

	Outline	Evaluation
Gender Role Socialisation (EXTERNAL)	**Norman –** notes from an early age girls and boys are dressed differently and encouraged to take part in different activities which inform their ideas of what it means to be a boy and a girl. This initially starts with families but is reinforced in schools. **Murphy and Elwood** point out that this socialisation leads to different reading styles with boys choosing hobby books and girls preferring fiction which can explain why boys tend to go for technical subjects and girls more arts based ones. **Browne & Ross** Children create gender domains around what they see as male and female roles based on early experience of what they see adults doing.	There is a move towards more gender neutral socialisation in early years and teachers have been trained to be more gender neutral.
Gendered Subject Images (INTERNAL)	The gender image of a subject affects who chooses that subject at either GCSE or A-Level. **Kelly** argues that science is seen as a boys subject for a number of reasons including that there are more male teachers, textbooks often use illustrative which focus on boys interests such as sport and in lessons boys dominate by monopolising the equipment and acting as if this is there domain. **Anne Colley** backs this up by looking at computer science where she finds that the teaching style which is more formal and abstract puts girls off as well as the male gender domain of working with machines.	Gendered subject image seems to have less of an impact in single sex schools. **Leonard** found that compared to pupils in mixed gender schools girls are more likely to choose science and maths subjects and boys are more likely to choose English and Languages showing that the genderisation of subjects in a social construction.
Gender Identities within School (INTERNAL)	Subject choice can often be closely linked with peer group pressure. Pupils can often face extreme pressure to conform to gender stereotypes within school in order to be accepted by their peer group. **Paechter** found that sport is often seen as part of the male domain so girls will often opt out because being sporty is contrary to gender stereotypes. **Dewar** also found that when girls did opt for subjects that were considered part of the male domain they would be subject to name calling and bullying . Within sports girls would be called lesbian or butch if they should interest.	This is not the case in single sex schools and in particular with girls as without boys being present girls may feel less pressure to conform to traditional female stereotypes.

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Ethnicity means a social group that shares a common and distinctive culture, religion, language, or the like. This is different to race which is related to biology.

Trends in Ethnicity and Achievement

DfES (2007):

- Only 24% of White male pupils who were on free school-meals gained 5 A*-C Grades.
- White & Asian pupils on average achieve higher than Black pupils
- Amongst Asians, Indians do better than Pakistanis & Bangladeshis

- Hastings (2006): White pupils make less progress between the ages of 11-16 years-old compared to Black or Asian pupils. If current trends continue then White pupils will become the lowest performing ethnic group in the UK.

- Within every ethnic group, M/C pupils do better than W/C pupils.

- Among all groups other than Gypsy/Roma children, girls out perform boys.

Cultural Deprivation

Language

These arguments suggest that many ethnic minority groups (particularly Black, low-income groups), lack adequate stimulation & linguistic development through their socialisation.

Bowker (1968): 'The Education of Coloured Immigrants' A lack of standard English creates a huge barrier to UK education.

Bollard and Driver – language problems cease to be a problem by the age of 16.
The Swann Report (1985) found that language differences had little impact on achievement.

Family Structures & Support

Many sociologists argue that 'dysfunctional' family types are to blame for the underachievement of certain ethnic groups.

- Murray 1984: African Caribbean Lone-Parenthood to blame. Lack of male role-models means that mothers struggle to socialise children adequately.
- Scrunton 1986 - Low achievement is the result of ethnic minorities failing to embrace & conform to British culture.
- Pryce 1979 - Asian culture in the UK is much more cohesive than Black culture & as such they are able to ignore racism more effectively and as such are not effected by it as much e.g. low self-esteem leading to educational failure.
- Hall (1992) calls this a 'Culture of Resistance' - The impact of Slavery means that much of the Black culture has lost it's language, religion, ancestry etc. The Black culture are therefore much less likely to integrate & assimilate with White M/C UK.
- Driver & Ballard (1981): Argue that Asian families have a much more 'Pro-School' attitude than Black families. Also because Asian families are rarely lone parents families they offer a bigger support network for children.
- Lupton (2004) suggests that the 'Adult Authoritarian' Asian family matches that of the school.

Keddie (1971) says that to blame culture is to blame the victims of educational failure.

Attitudes and Values

These arguments suggest that different ethnic groups are socialised into (or 'inherit') different attitudes & values.

Arnot (2004) suggests that the Media have created a negative anti-school role model for Black pupils in particular which he describes as 'the Ultra-Tough Ghetto Superstar ' reinforced through rap lyrics & MTV videos.

Driver (1977) highlights how ethnicity can be an advantage in education e.g. African Caribbean Girls actually do very well in school.

Material Deprivation

Overview

According to Flaherty (2004):
- Pakistanis & Bangladeshis are 3X more likely than Whites to be in the poorest 1/5 of the population.
- Africans, Pakistanis & Bangladeshis are 3X more likely to be unemployed than Whites.
- 15% of minority groups live in overcrowded homes (2% for Whites).
- Pakistanis are 2X as likely to be in semi/ un-skilled jobs compared to Whites.

According to the Swann Report (1985), Social Class differences account for a high proportion of differences in achievement between ethnic groups.

This argument is paradoxical. We cannot tell if these groups underachieve within education because they are working class, or if they end up being working class because other factors lead them to fail within education.

Racism in wider Society

Overview

Mason (1995) argues that 'Discrimination is a continuing & persistent feature of the experience of Britain's citizens of minority ethnic origin'.

Rex (1986) - Racism leads to social exclusion and accordingly poverty. This is shown in housing, employment & education. Racism also leads to discrimination both inside & outside the classroom.

Noon (1993) - Sent identical letters to 100 top UK companies but alternated between the names 'Evans' & 'Patel'......... the replies to the 'White' candidate were more helpful and informative.

Tronya and Carrington (1990) – argue that the descriptions of some cultures are little more than racist stereotypes.

Cultural research can be used against certain groups – Sivanandan argues that afro-caribbean culture is used by some right wing groups to justify the view that they are a problem for society.

Differential Educational Achievement: Ethnicity (Internal Factors)

Labelling

Overview

Interactionist/ Labelling theory look how teachers label pupils from different ethnic groups differently. Particular focus is on how Black & Asian pupils are labelled negatively

Racialised Expectations'.

Gilbourn & Youdell: Teachers were quick to discipline Black pupils than others for similar behaviour.
As such teachers misinterpret behaviour & see Black pupils as anti-authority. This creates conflict between teachers & pupils which reinforce stereotypes & leads to further problems.

Discipline

Osler: Black students are more likely to be both officially and unofficially excluded. They are also more likely to be in a PRU excluding them from mainstream education.
Bourne: schools see black boys as a threat which leads to negative labelling and eventual exclusion.

Setting and Streaming

Foster: Teachers stereotypes of black students could result in them being put in lower sets and there for a self fulfilling prophecy of under achievement.

Asian Pupils

Wright study of a multi-ethnic primary school saw that Asian students also suffer labelling. She found that teachers held ethnocentric views. Which affected who they related to Asian pupils including leaving them out of discussions or using childish language when speaking to them leading to marginalisation.

Pupil Identities

Overview

Archer: Teachers often define pupils by stereotypical ethnic identities which often lack the favoured ideal pupil characteristics. This leads to negative labelling.

Archer argues that the teachers dominant way of looking at things shapes and defines the pupils ethnic identity. When students challenge these stereotypes they are treated more harshly.

Types of Identity

Ideal pupil identity	Pathologized pupil identify	Demonised pupil identity .
White	Deserving poor	Black or white
Middle class	Feminised identity	Working class
Masculine identity	Asexual / repressed sexuality	Hyper sexualised
Normal sexuality		Unintelligent
Achieving in the right way through natural ability and talent.	Plodding conformist	Peer – led
	Slogger who succeeds through hard work rather than natural ability.	Culturally deprived
		Underachiever

Pupil responses and subcultures

Rejection of Labels

Fuller studied a group of black girls in year 11 in a London Comprehensive who were in lower streams yet were achieving highly. These girls did not conform to all the values of school (e.g. respect for teachers) but did value educational success enough to push themselves.
Mac an Ghaill discovered similar findings in his study of Black & Asian A-Level pupils. Each of these studies show how labelling does not always follow the same negative pattern.

Failed Coping Strategies.

Mirza highlights how some pupils are not able to develop coping strategies when faced with teacher racism & labelling.
Mizra identified 3 types of teacher Racism:
- The Colour Blind
- The Liberal Chauvinists
- Overt Racists

Black girls would avoid these teachers by being selective about who they asked for help, getting on with their own work in lessons without taking part, avoiding certain options to avoid the teachers.
This puts them at a disadvantage by restricting their opportunities therefore causing under-achievement.

Boys Responses to racist stereotypes.

Sewell:
The Rebels – The most influential group but still a minority. These rejected the values of the school & opposed the school by joining a peer group. These reinforced the negative stereotypes of 'Black Machismo' .
The conformists - The majority of Black pupils accepted the values of the school & were eager to succeed.
The Retreatists - A small minority who isolated & disconnected with peer group subcultures & the school. These kept a low profile.
The Innovators - Second largest group who were pro-education but anti-school. They distanced themselves from 'Conformists' enough to keep credibility with the 'Rebels' whilst valuing education success.

Institutional Racism

Critical Racism Theory	Marketisation & Segregation	Ethnocentric Curriculum	Assessment	Access to opportunities	New 'IQ ism
Sees racism as a feature of society. **Roithmayer** – institutional racism is a locked in inequality so large and historical that it is no longer a conscious though. **Gillborn** sees racism so ingrained in education that is now inevitable.	**Gillborn** – marketisation allows from more covert selection to take place which can lead to segregation. Commission for Racial Equality 1993 noted that covert selection procedures led to EM students more likely to be in unpopular schools.	A curriculum which reflects the culture of one ethnic group, usually the dominant culture. This is a prime example of institutional racism. **Tronya** and Bell – lack of teaching of Asian languages **Ball** – Little Englandism: NC ignores black and Asian history	Gilbourn - System is rigged to validate the dominate culture superiority. **Sanders & Horn** - Changing from a written tests to teacher assessment led to black students underachieving.	In G&T programs whites are twice as likely to be identified as G&T over EM's EM's are less likely to be entered for higher tier exams despite policies and initiatives to raise EM achievements. This is due to teacher labelling and SFP	Teachers and Policy makers make false assumptions about the nature of pupils ability or potential. Potential is seen as fixed and can be measured through old style IQ tests or psychometric tests, however Gillborn suggests that these test only test what is currently known or learnt not what could be. These tests are skewed to dominant culture.

What are the three aims of education policy in the UK?

Economic Efficiency – develop the skills of the young to improve the labour force. This involves making the education system meet the needs of industry and employers.

Raising educational standards – UK education needs to compete in a global education market and is ranked against other countries – e.g. PISA

Creating equality of educational opportunity - ensuring that all students get the best educational opportunities.

What are the 4 aspects of educational equality identified by Gillborn and Youdell

	Explain
Equality of Access	Every child should have the same opportunities to access educational provision of similar quality regardless of socio-economic background.
Equality of circumstance	Children should all start school with a similar socio-economic background so that they are all truly equal.
Equality of Participation	All students have the chance to participant on an equal footing in the processes that make up school life.
Equality of outcome	All students have the same chances of achievement in education regardless of socio-economic background.

Policies which increased equality in education

Policy	How it increased equality	Evaluation
1988 Education Reform Act – National curriculum	All schools had to teach the same core curriculum	Not suitable for all – suits 'academic' pupil more.
1965 – Comprehensivisation Act	Got rid of the 11+ exam and made it so all students would get 'Parity of Esteem' & 'Equality' within education	Comprehensives are large schools so lack individual attention.
Schools Admissions Code	Forbids discrimination in admitting pupil on grounds of socio-economic backgrounds or ability.	Covert selection still takes place by both schools and parents. Postcode lottery
Policies that improve inequality in circumstances	Pupil Premium – additional funding for those students from a poor socio-economic background. Compensatory education	Kerr and West – too many other factors outside of school that impact achievement.

Selection and Admissions Policies

3 types of selection
Selection by ability – entrance tests

Selection by aptitude – Talents

Selection by Faith

Arguments in favour of selection
Allows 'high-flyers' to benefit.

Specialised and focused teaching can take place.

Arguments against selection
Late developers don't benefit.

Mixed ability fosters social cohesion.

Reduced risk of labelling and therefore SFP

HA can act as a inspiration to other students.

Open Enrolment Polices & Parental Choice
OEP mean that parents can apply to any state school, in any area and if the school is under subscribed they must take the child. However over-subscribed schools fill up quickly so many parents don't get their 1st choice.

Over Subscription Policies
Priority to
• Children in care,
• Pupil premium,
• Siblings (at discretion of LA)
• Catchment area – closest first,
• Faith

Covert Selection
Tough and Brooks:

Backdoor social selection to cherry pick students. Discouraging parents of poorer students from applying in the first place through high uniform prices, making literature hard to understand, not advertising in poorer areas.
Faith schools require a letter from spiritual leader to gain insight to the potential students family and commitment to both the faith and the school ethos.

Marketisation means the process of where by services like education are pushed towards operating like a business based on supply and demand. Students are considered consumers rather than pupils.

Privatisation _in_ Education means changing the internal processes of a school to be more like a business, for example treating Parents and students as consumers, target setting, performance related pay and league tables.

Privatisation _of_ Education means opening up aspects of education to Private businesses such as staff training, school finances, school Management (academy chains) and Exams

Parentocracy means when a child's Educational achievement has more to do with parental wealth and wishes than student ability. Parents are able to have more choice over where to send their children.

Three features of marketisation

Independence – allowing schools to run themselves how they see fit.

Competition – Making schools compete with each other for students.

Choice – Giving customers (parents and students) more choice in where they go to school.

Three elements of quality control

Ofsted Inspections

Publication of performance Tables such as examination results.

National curriculum – baseline for what is taught.

Evaluation of Privatisation of Education

Positives	Negatives
More efficient	Takes money from the education system.
More choice for parents	
Profit making might induce companies to support failing schools	Business go out of business – leave schs stranded.
	Less equality

Policies which promote Marketisation and Raising standards

	Marketisation Policies	Raising Standards Policies
Conservative Govt 1979 – 1997	League Tables Local Management Schools Funding Formula Open Enrolment	Ofsted National Curriculum National Testing
Labour Govt 1997 – 2010	Business sponsored Academies Specialist schools	Maximum class sizes for 5 -7 yr old Building Schools for the future program Education Action zones Business sponsored Academies
Coalition Govt 2010 - 2015	New Style Academies Free Schools	Pupil Premium English Baccalaureate Reform of the National Curriculum Reform of the Exams system Tougher performance targets for schools

Evaluation of Marketisation policies and raising standards

Myth of Parentocracy	Parents do not have equal freedom to choose the schools which their child attends due to covert selection process, postcode lotteries in catchment areas, Middle class parents have much more freedom in choice due to their cultural capital, higher education and income.
Educational Triage	Teachers tend to allocate more resources to the students who are on the C/D boarder line in order to achieve the 5 A* - C needed for the league tables thus ignoring those who are unlikely to achieve this.
Dumbing Down	Due to the funding formula, schools need to retain and attract students in order to receive funding. Schools will therefore lead to the dumbing down of teaching and standards in order to retain students who might leave if they are pushed too hard or if the courses are too difficult.
Reduced quality control	Ofsted is not as independent as it appears with government and politicians interfering with the process by changing the standards and goal posts.

Private schools are fee paying school which do not have to follow Government policies or be inspected by OfSted.

Public Schools are fee paying schools which require an entrance exam such as The CEE. They have a long history and Include schools such as Eton and Cheltenham Ladies College.

Independent schools are fee paying and also rely on charitable donations and gifts they tend to have charitable status and do not have to follow government policy.

International Schools are schools which promote international education and have students from multiple nationalities. Many follow the international Baccalaureate Curriculum. They are non-selective.

Why do parents choose to education their children outside of the state system?

- Smaller class sizes (teacher/pupil ratio)

- Better facilities

- Better chances to get into a top university eg Oxbridge

- High academic standards due to entrance exams.

- Higher teachers salaries which attract better qualified and more experienced teachers.

What are the arguments against non-state education?

- Increases social inequality

- Maintains the 'old boys' network.

- Maintains capitalism (Marxists) due to giving tax breaks to parents as schools are seen as charitable trusts.

- No evidence to suggest that quality of teaching is better in private schools.

What is the old Boys network cycle?

Wealthy family

High cost public school education

Oxbridge or other top university

Highly paid job – elite positions

Marriage to other wealthy powerful and influential people