

Key features of Functionalist theory			PARSONS		
1	Structural	individuals less important than social structure.	1	School as a "bridge"	School is a "focal socialising agency" – it acts as a bridge between the family and wider society
2	Consensus	They believe that society is based on an agreed set of norms and values	2	Secondary socialisation	School is an agent of secondary socialisation . Children need to learn norms and values of wider society to enable them to cope with life outside of the family.
DURKHEIM			3	Meritocracy	School like wider society is based on meritocratic principles- we achieve rewards for effort and ability .
1	Social solidarity	<ul style="list-style-type: none"> a) We must feel part of a single body or community to achieve cooperation and avoid selfish desires. b) Education transmits a shared heritage and cultural values- it promotes a commitment to the wider social group. c) Schools are like society in miniature-preparing us for work. d) At school and work we cooperate and also interact with others according to a set of impersonal rules that apply to everyone. 	4	Particularistic standards	In the family- status is ascribed (fixed) eg. Girl given a lower status than a boy
2	Specialist skills	<ul style="list-style-type: none"> a) There is a complex division of labour in modern societies. b) Production involves cooperation of different specialists. c) Cooperation promotes solidarity. d) To do this successfully each person must have the specialist skills and knowledge to carry out their role. e) Education provides this specialist knowledge and skills. 	5	Universalistic standards	in a school (and wider society) status is achieved - all are judged by universalistic standards with a set of impersonal rules . In this way the meritocracy gives everyone an equal opportunity.
EVALUATION			EVALUATION		
1	Social Solidarity Weakness	MARXISTS- ignores the inequalities in power in society. There is not value consensus –the values passed on by schools are those of the ruling class	1	Bridge and Universalistic Standards Weakness	Some doubt how far contemporary industrial society is really based on universalistic values and achieved status. Many in the upper classes get the best education. Some graduates struggle to access the elite –they do not have the polish needed to get into the top jobs –not judged on ability
2	Social Solidarity Weakness	FEMINISTS- there is no value consensus – the school passes on patriarchal values and disadvantages girls and women.	2	Meritocracy Weakness	BOWLES and GINTIS – meritocracy is a myth designed to make the working classes work hard. Class is the biggest indicator of success rather than ability.
3	Specialist skills Weakness	The link between qualifications and job status is weak- COLLINS- skills needed for work are not taught in schools- most learn on the job.	DAVIS and MOORE		
4	Specialist Skills Weakness	POSTMODERNISTS- Durkheim wrote when there was a Fordist economy of mass production where specialist skills were needed- we are now in a Post-Fordist economy- need flexible skills for work today.	1	Role allocation	Education sifts and sorts us according to our skills and abilities to allocate us to the most appropriate role. Inequality is needed to encourage competition. the most talented are selected for the most important roles in society.
Part of the Education unit- Also connected to Methods in Context			EVALUATION		
			1	Role allocation weakness	The education system is not a neutral sieve, grading and selecting students by ability-there is no equality of opportunity
			BLAU and DUNCAN		
			1	Human Capital	A modern economy depends on the use of workers' skills. Productivity is maximised – best workers get best jobs.

FURTHER EVALUATION

1	WOLF REVIEW (2011)	High quality apprenticeships are rare . One third of 16-19 yr olds are on courses that rarely lead to a good job or high salary.
2	TUMIN (53)	Circular argument: How do we know a job is important? Because it's highly rewarded. Why is it highly rewarded? Because it is important!
3	MARXISTS	Social Solidarity? No shared cultural values being transmitted- education transmits ruling class ideology to create obedient workers.
4	INTERACTIONIST WRONG (1961)	Functionalists have an "over-socialised view" of people as puppets. Challenges the idea that we passively accept school values and don't reject the school values.

Key features of Functionalist theory			PARSONS		
1	Structural		1	School as a "bridge"	
2	Consensus		2	Secondary socialisation	
DURKHEIM			3	Meritocracy	
1	Social solidarity		4	Particularistic standards	
2	Specialist skills		5	Universalistic standards	
EVALUATION			EVALUATION		
1	Social Solidarity Weakness		1	Bridge and Universalistic Standards Weakness	
2	Social Solidarity Weakness		2	Meritocracy Weakness	
3	Specialist skills Weakness		DAVIS and MOORE		
4	Specialist Skills Weakness		1	Role allocation	
EVALUATION			EVALUATION		
			1	Role allocation weakness	
EVALUATION			BLAU and DUNCAN		
			1	Human Capital	

FURTHER EVALUATION

1	WOLF REVIEW (2011)	
2	TUMIN (53)	
3	MARXISTS	
4	INTERACTIONIST WRONG (1961)	

KEY FEATURES of NEOLIBERALISM

1	Key feature	Neoliberalism is an economic doctrine
2	Key idea	They argue that the state should not provide service such as Education and welfare.
3	Influence on policy	Neoliberal ideas have been embedded in Educational policy since 1979-under Conservative, New Labour and Coalition Governments.
4	Laissez-faire approach	Neoliberalism is based on the idea that the state must not dictate to individuals how to dispose of their own property. They should not try to regulate the free market- preferring a laissez-faire approach.
5	Key idea	They encourage competition, privatization and the deregulation of markets.
6	View of education	They argue that the value of education lies in how well it enables the country to compete in the global market place. This can only be achieved if schools become more like businesses, empowering parents as consumers and using competition between schools to drive up standards

NEW RIGHT on EDUCATION

1	View of state education	They argue that state education systems take a one size fits all approach. They impose uniformity and disregard local needs. Consumers have no say eg pupils, parents and employers State education is unresponsive and inefficient. Schools that waste money or get poor results are not accountable to consumers. This leads to lower standards of achievement for pupils, a less qualified workforce and a less qualified workforce
2	New Right solution for education	Marketisation will create an education market. Competition between schools will empower consumers. This will lead to greater diversity, choice and efficiency to schools. It will increase schools' ability to meet the needs of pupils , parents and employers.

KEY FEATURES of the NEW RIGHT

1	Key feature	Consensus view- society is based on a shared set of norms and values
2	Key feature	Structural theory- society shapes the individual
3	Key feature	This is a conservative political view.
4	Key idea	The state cannot meet people's needs- they are best left to meet their own needs through the free market.
5	View of education	They favour the marketisation of education.

SIMILARITIES and DIFFERENCES between FUNCTIONALISM and the NEW RIGHT

1	Similarity	Believe that some people are naturally more talented than others.
2	Similarity	Favour an education system run on meritocratic principles of open competition and one that serves the needs of the economy by preparing young people for work.
3	Similarity	Believe education should socialise pupils into shared values such as competition and instil a national identity.
4	Difference	The New Right feel the state run education system does not achieve these goals.

KEY STUDY : CHUBB and MOE

1	Key idea	Argued that state run education in USA had failed; It had not created equal opportunities .It had failed the needs of disadvantaged groups.It was inefficient- failed to provide students with skills needed by the economy . Private schools deliver higher quality education because they are accountable to the fee paying customers.
2	Method	Statistics, Case studies and Parental survey
3	Findings	Pupils from low income families consistently did 5% better in private than state schools.
4	Proposal	An education market-introduce a voucher scheme.

EVALUATION of NEW RIGHT THEORY

1	Weakness	GERWITZ and BALL: Only the middle class benefit from competition- use cultural and economic capital to gain entry to the best schools
2	Weakness	Social inequality is at the root of differential attainment between the classes not state control of schools
3	Weakness	Where is the choice in the National Curriculum - schools dislike it/kids restricted by it?
4	Weakness	The idea of a shared single cultural heritage is wrong- the cultural norms and values are those of the ruling class . (Marxists)
5	Weakness	State schools can work just as effectively as private schools with the right funding and smaller class sizes.
6	Weakness	New Right approaches encourage teaching to the exam rather than an enjoyment of learning.

KEY FEATURES of NEOLIBERALISM

1	Key feature	
2	Key idea	
3	Influence on policy	
4	Laissez-faire approach	
5	Key idea	
6	View of education	

NEW RIGHT on EDUCATION

1	View of state education	
2	New Right solution for education	

KEY FEATURES of the NEW RIGHT

1	Key feature	
2	Key feature	
3	Key feature	
4	Key idea	
5	View of education	

SIMILARITIES and DIFFERENCES between FUNCTIONALISM and the NEW RIGHT

1	Similarity	
2	Similarity	
3	Similarity	
4	Difference	

KEY STUDY : CHUBB and MOE

1	Key idea	
2	Method	
3	Findings	
4	Proposal	

EVALUATION of NEW RIGHT THEORY

1	Weakness	
2	Weakness	
3	Weakness	
4	Weakness	
5	Weakness	
6	Weakness	

KEY FEATURES of MARXISM

1	Structural theory/Society/conflict	Social institutions influence the running of society and individuals behaviours. Society shapes the individual. There is an inequality between social groups in society
2	Capitalist society	Marx described capitalism as a two-class system. The Bourgeoisie –own means of production. Proletariat-only have labour to sell and so are exploited.
3	Revolution and False class consciousness	One day workers would realise they were being exploited and would overthrow the capitalist system . Revolution is prevented as people are made to be falsely class conscious (they are unaware of their exploitation) . This is partly achieved through the education system.

ALTHUSSER

1	Apparatus	Society has two types of apparatus that help the ruling classes to maintain power; 1) The repressive state apparatus: control achieved by use of force eg. Courts, police, army. 2) The ideological state apparatus: controls people’s ideas, values and beliefs eg religion, education, media.
2	Reproduction of class inequality *	From generation to generation- the education system fails each successive generation of working class pupils.
3	Legitimises class inequality **	a) By producing ideologies (sets of ideas and beliefs) that disguise it’s cause (brainwash students) it makes inequality seem fair. b) The function of ideology is to internalise and accept the view that they are subordinate and inequality is inevitable.If they accept these ideas they will be unlikely to challenge capitalism-very powerful!

EVALUATION of ALTHUSSER

4	Strengths	a) It points out how ideology is transmitted within schools via the hidden curriculum. b) It recognises conflict of interest in schools; not everyone shares values. c) It points out the inequalities of both opportunity and outcome in the system
5	Weaknesses	Critical modernists- Morrow and Torres (98) criticise the “class first” approach- are other non-class inequalities just as important eg. Gender and ethnicity? Feminists feel gender issues are largely ignored by this approach – do schools also promote patriarchal control (Macdonald 1980)

BOWLES and GINTIS:

1	Correspondence principle	procedures and structures in school mirror those in work. Schooling takes place in the “long shadow of work.
2	Examples of the correspondence principle	<ul style="list-style-type: none"> • Hierarchy of authority in school and work. • Alienation- lack of control over education and production at work • Extrinsic satisfaction-rewards gained via grades in school and from pay at work. • Fragmentation and compartmentalisation of knowledge into unconnected subjects and the division of labour at work into smaller tasks. • Competition between students and workers. • Levels of education and tiers of occupation-lower levels have less status and control than higher levels.
3	Hidden curriculum	•This refers to the lessons we learn outside of the curriculum in school. Eg punctuality
4	*KEY STUDY	237 New York High School students –Those who demonstrated independence and creativity were given fewer rewards ie. Low grades. Obedience and discipline were rewarded highly. The school does this to reproduce the next generation of obedient workers.
5	**Myth of meritocracy	Meritocracy is a myth- students are judged on their class position not on their effort and ability.
6	Strengths	Draws our attention to the ideological state apparatus and the myth of meritocracy .
7	Weaknesses	<ul style="list-style-type: none"> • Assume pupils passively accept their subordinate position- Neo-Marxists disagree • Postmodernist critique of the correspondence principle- economy today requires people to be familiar with all areas of production to be a more flexible and efficient workforce- education produces diversity not inequality.

WILLIS – NEO - MARXISM

1	Features of Neo-Marxism	A conflict perspective- combined Marxist views with an Interactionist approach to focus on the meanings pupils attach to their situation.
2	Key idea	Education may reproduce and legitimate inequality but Willis believed that working-class pupils can resist attempts to indoctrinate them.
3	Key study	<p>a) “Learning to Labour”</p> <p>b) Methods: He used qualitative methods : participant observation and unstructured interviews.</p> <p>c) Sample: He studied a group of 12 working-class boys “The Lads” and marked their transition from school into work. The Lads distanced themselves from the conformist boys- “The Ear’oles”</p> <p>d) Findings: The Lads had formed a counter-school culture – spending their time “having a laff” and “taking the piss” out of girls and ear’oles. The counter-school culture did not recognise school rules. They would spend their time drinking, smoking, truanting or misbehaving in class. They believed it wasn’t possible for working-class boys to achieve in a so-called meritocracy- this was a “con”. Willis noted parallels between the shop-floor culture and the the counter-school culture of the lads. They saw manual work as superior to more effeminate non-manual professions. However, their resistance to school means that they inevitably will find themselves in the inferior professions in society- in terms of status, pay, training. They fit in well as they are; used to dealing with boredom- find diversions to help them get through the day, They reject qualifications and so unskilled manual work is their only option.</p> <p>e) Conclusions: Ironically the lads’ resistance to education through their anti-school subculture means they are destined for unskilled work.</p>
1	Weakness	Marxist fail to agree :Willis used interactionist approaches to show how pupils resist the school but this inevitably pushes them towards low paid/low status work. Althusser and Bowles and Gintis believe pupils are falsely class conscious.
2	Strength	Paul Willis defended the small-scale sample and glorification of the Lads. You can’t receive rich qualitative data without conducting small-scale research. His work influenced research by Sewell/Mac an Ghail and Connolly

KEY FEATURES of MARXISM

1	Structural theory/Society/conflict	
2	Capitalist society	
3	Revolution and False class consciousness	

ALTHUSSER

1	Apparatus	
2	Reproduction of class inequality *	
3	Legitimizes class inequality **	

EVALUATION of ALTHUSSER

4	Strengths	
5	Weaknesses	

BOWLES and GINTIS:

1	Correspondence principle	
2	Examples of the correspondence principle	
3	Hidden curriculum	
4	*KEY STUDY	
5	**Myth of meritocracy	
6	Strengths	
7	Weaknesses	

WILLIS – NEO - MARXISM1 **Features of
Neo-Marxism**2 **Key idea**3 **Key study****EVALUATION**1 **Weakness**2 **Strength**

KEY FEATURES of FEMINISM

1	Structural theory/Society/conflict	Believes that institutions of society shape the individual. They believe that society is based on a gender inequality that favours men.
2	Patriarchy	Feminism is a broad term to refer to a perspective (and a movement) that recognises and opposes <i>patriarchy</i> (the male dominance of society) and that argues for the rights of women.

LIBERAL FEMINISTS

1	Key idea	They celebrate the progress made so far in improving girls' achievement. They essentially believe that the 'Future is now Female' and now that girls are outperforming boys in education, it is only a matter of time until more women move into politics and higher paid, managerial roles at work.
2	Policies that support gender equality in education	Sex discrimination act Equal Pay Act Equality Act 2000
3	Educational policies supporting gender equality	GIST and WISE

EVALUATION

1	Strength	-Girls outperform boys across the key stages. -Girls have more opportunities to study traditionally gendered subjects. -More female role models for girls in education
2	Weaknesses	-We still have a gender pay gap in the UK. -Girls perform well in schools but then fail to enter the top jobs – issues with identity and equality in the workplace. -Subject choice is still gendered- fewer girls going into STEM subjects at HE.

RADICAL FEMINISTS

1	Key idea	Patriarchy still works through school to reinforce traditional gender norms and to disadvantage girls – Add in details to the notes below.
2	Moral panic about boys	Concern over boys' underachievement is a ' moral panic '. Boys have still been improving their achievement in the last thirty years, just not as fast as girls. The focus on 'raising boys achievement' reflects a male dominated system panicking at the fact that old patriarchal power relations are starting to break down.
3	Gendered subject choice	Despite improvements in girl's education – subject choices still remain heavily gendered, and girls do not seem to be 'breaking the glass ceiling' .
4	Gender stereotypes and bullying	traditional gender norms are reinforced in schools, to the disadvantage of girls. Girls are increasingly subject to sexist bullying

EVALUATION

1	Strength	-We still have a gender pay gap in the UK. -Girls perform well in schools but then fail to enter the top jobs – issues with identity and equality in the workplace. -Subject choice is still gendered- fewer girls going into STEM subjects at HE. -Girls are subjected to sexual bullying in schools.
2	Weaknesses	Girls outperform boys across the key stages. -Girls have more opportunities to study traditionally gendered subjects. -More female role models for girls in education

KEY FEATURES of FEMINISM

 1 **Structural theory/Society/conflict**

 2 **Patriarchy**
LIBERAL FEMINISTS

 1 **Key idea**

 2 **Policies that support gender equality in education**

 3 **Educational policies supporting gender equality**
EVALUATION

 1 **Strength**

 2 **Weaknesses**
RADICAL FEMINISTS

 1 **Key idea**

 2 **Moral panic about boys**

 3 **Gendered subject choice**

 4 **Gender stereotypes and bullying**
EVALUATION

 1 **Strength**

 2 **Weaknesses**

KEY FEATURES of POSTMODERNISM

1	Key features	Postmodern society is more diverse, consumerist, fragmented, media-saturated (hyperreal) and allows individuals much more freedom of choice than in the previous modern society. They promote choice. They promote home learning and diversity in the education system
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POSTMODERNIST VIEWS on EDUCATION

1	Marketisation and privatization and consumerism	Marketisation has made schools into businesses and parents/ pupils into consumers. Parents now have more choice over which school to send their child to. When choosing primary or secondary schools, parents and pupils now get to look at school prospectuses and attend open evenings, 'browsing' for the school of their choice. Parents are also free to enroll their children at alternative schools, or home educate if their 'consumer needs' are not met by their current school.
2	Personalised learning	Teachers are expected to use a variety of teaching approaches in their delivery of lesson, to take account of the variety of 'learning styles' of students, and where possible 'facilitate' lessons so that they are learner centered. Tutors also spend time working out 'learner pathways' with students, so that their educational path is tailored to suit their future career aims.
3	Diversity	Since 1988 there has been an increase in 'specialist schools' which specialise in one subject in particular (such as maths), many more faith schools, and more recently a dramatic increase in the number of academies and free schools. There are also many more education providers today – the dramatic increase in apprenticeship places in the last decade means that there are now thousands of employers offering training to 16-24-year olds.
4	Fragmentation	Despite the national curriculum, the experience of education has become more fragmented – privately educated school children enjoy a very cosy education, with little disruption. At the other end of the social class spectrum, children mostly from lower working-class backgrounds feel alienated by a middle-class school system and they may experience disruption to their learning from badly behaved students. The recent increase in home-schooling is also a good example of education becoming more fragmented.
5	Hyperreality	Schools are making much more use of ICT in education, and students are increasingly being directed to online sources for learning support, or even as the main source of tuition for some courses.

EVALUATION

1	Strengths	There has been a recent move towards diversity in the education system which is seen to empower consumers and meets individual needs. More children are now being home-schooled.
2	Weaknesses	Marxists- choice is a myth- choice is only available to the more middle class parents who have more cultural , social and economic capital. Concerns exist about the quality of home schooling.

Part of the Education unit- Also connected to Methods in Context

KEY FEATURES of POSTMODERNISM

1	Key features	
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POSTMODERNIST VIEWS on EDUCATION

1	Marketisation and privatization and consumerism	
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2	Personalised learning	
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3	Diversity	
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4	Fragmentation	
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5	Hyperreality	
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EVALUATION

1	Strengths	
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2	Weaknesses	
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EPI Annual Report Data 2019

1	The gap	• The gap in GCSE attainment between disadvantaged pupils and non-disadvantaged pupils has stopped closing.
2	Early Years	In the early years (pupils in reception year), the gap has also stopped closing – having widened slightly by 0.1 months to 4.5 months.
3	Primary school	the gap continues to close. By the time they leave primary school, disadvantaged pupils are now 9.2 months behind their peers – a narrowing of 0.3 months since 2017.
4	Secondary school	For the most persistently disadvantaged pupils the gap has narrowed at primary level but widened at secondary level. This means that these pupils – the very worst-off – are almost two years (22.6 months) behind all other pupils by the time they finish their GCSEs. By the time they leave secondary school, disadvantaged pupils are now over 18.1 months behind non-disadvantaged pupils. This gap has increased slightly from last year, by 0.2 months.
5	How long to close the GCSE gap?	the five year rolling average now suggests that it would take 560 years to close the gap.
6	Post 16	• The post-16 education routes taken by young people are becoming increasingly segregated by socio-economic status , with disadvantaged pupils disproportionately represented in certain routes. •In particular, the increased segregation is driven by an over-representation of disadvantaged students in further education. These trends may damage the government’s ambition of rectifying imbalances between further and higher education.
7	Gap by area	• Large disadvantage gaps are acute in the North. In Rotherham and Blackpool, poorer pupils are trailing their peers by over two years by the time they finish their GCSEs, on average. • London continues to dominate areas with the smallest disadvantage gaps. Poorer pupils are only 3.9 months behind their peers at GCSE in Westminster, and 5.3 months behind in Tower Hamlets. •London has more funding per pupil than other areas of the country.
8	COVID impact	• Lockdown widened learning gaps between richer and poorer primary school children. •IFS study: Children from poorer families did at least one hour less learning a day compared with those in richer families. Children who have had better access to learning resources are also more likely to spend more time learning than children who do not. Richer children were (37%) more likely to have their own space to study than their poorer counterparts. And although a large majority of children from all backgrounds had access to a computer or tablet, richer children were also more likely to have access to a computer or tablet. •it could take up to two years to bring some children back to their correct attainment level.

EPI Annual Report Data 2019

1	The gap	
2	Early Years	
3	Primary school	
4	Secondary school	
5	How long to close the GCSE gap?	
6	Post 16	
7	Gap by area	
8	COVID impact	

EXTERNAL FACTORS: CULTURAL DEPRIVATION (1)			EVALUATION of CULTURAL DEPRIVATION		
1	LANGUAGE	<p>BERNSTEIN (75) identified 2 speech codes</p> <p>Restricted code: used by working class children eg. Slang/short sentences</p> <p>Context-bound- the speaker assumes that the listener shares the same set of experiences</p> <p>Elaborated code: used by the middle classes eg. Varied vocabulary, complex sentences.</p> <p>Context-free- the meanings of the language used are spelled out for the listener- gives students an advantage</p>	1	Strength	Compensatory education gave students and their families more cultural capital and raised achievement . Eg Surestart under New Labour in the UK and Operation Headstart in USA.
2	PARENTING STYLES	<p>DOUGLAS (64) Working-class parents did not</p> <ul style="list-style-type: none"> • value education - did not buy toys to stimulate intellect. • less ambitious for their children, • Give them less encouragement. • So working class pupils had lower IQ test scores than middle class pupils due to understimulation at home. <p>FEINSTEIN (2008) Parents' education is the most important factor for success; Educated parents – focus on discipline, high expectations, active learning, form good relationships with teachers, communicate effectively Less educated parents discipline inconsistently, pupils have poor motivation and have problems interacting with teachers</p>	2	Weakness	Nell Keddie (73) Cultural deprivation is victim blaming- it is a myth . Working class are culturally different not culturally deprived. They are the victims of a middle-class dominated education system
3	WORKING CLASS SUBCULTURE	<p>SUGARMAN (67) Working class have a distinct subculture- leads to poor grades;</p> <ul style="list-style-type: none"> • Immediate gratification- want rewards now- instead of deferred gratification- going to Uni like the middle classes • Fatalism- believe they can't change their position- give up. • Collectivism- place high value on needs of family • Present-time orientation- don't plan for the future <p>Working class subculture: HYMAN (67) This creates a self-imposed barrier to success in education.</p>	3	Weakness	Troyna and Williams (86) There is a speech hierarchy in schools. Teachers and schools label middle class speech as superior to working class speech then to the black community.
			4	Weakness	Blackstone and Mortimore (94) Working class parents are still interested in their children's education. They don't attend as many parent's evenings because;
					<ul style="list-style-type: none"> • Work long hours or less regular hours. • Find the middle class atmosphere of a school a bit intimidating. • May have a restricted code of speech- lack confidence in dealing with middle class teachers

EXTERNAL FACTORS: CULTURAL DEPRIVATION (1)

1	LANGUAGE	
2	PARENTING STYLES	
3	WORKING CLASS SUBCULTURE	

EVALUATION of CULTURAL DEPRIVATION

1	Strength	
2	Weakness	
3	Weakness	
4	Weakness	

EXTERNAL FACTORS: MATERIAL DEPRIVATION (2)		
1	HOUSING	<p>Direct Effects:</p> <ul style="list-style-type: none"> • lack of space to do work • disturbed sleep • lack of space for play • disrupted schooling if accommodation is temporary and movement between schools is necessary. <p>Indirect Effects: result from health and welfare concerns;</p> <ul style="list-style-type: none"> • Accidents • damp conditions- breathing problems/sickness • Infections • psychological distress • Crime in the local area
2	DIET and HEALTH	<p>Marilyn Howard (2001)</p> <ul style="list-style-type: none"> • pupils from lower class backgrounds : • poor levels of nutrition. • weakens the immune system • lowers energy levels • leaves body open to infection. • Poor concentration • absence may also be an issue.
3	HIDDEN COSTS of EDUCATION	<p>BULL (80) Many children are forced to go without equipment and cannot enjoy other enrichment activities which may further enhance their learning eg Transport, Books Computers, Calculators, Sports, music and art equipment</p> <p>CALENDAR and JACKSON (2005)</p> <ul style="list-style-type: none"> • Working class pupils may be ; • less likely to aspire to University because of fears about debt. • more likely to dropout due to financial constraints. • More likely to work whilst studying which may lead to poor grades

EVALUATION of MATERIAL DEPRIVATION		
1	Strengths	IFS research-In lockdown poorer students performed less well in overcrowded housing and because they did not have their own laptops.
2	Weakness	Some poor children are successful-ethnicity and class more important.

EXTERNAL FACTORS : CULTURAL CAPITAL: BOURDIEU (3)		
1	Economic capital	<p>Wealth Middle class parents can afford to move into a catchment area of a good school: “selection by mortgage” Children have better diets Children can afford music lessons and sports clubs Spend money on expensive trips and visits Pay school fees Pay for private tutors</p>
2	Cultural Capital	<p>BERNSTEIN: gained via socialisation Middle class values will be rewarded. Working-class culture is seen as a poor relation- fail to achieve BUT SULLIVAN found that even when cultural capital levels were similar the working class students underachieved or were in lower sets- due to teacher labelling?</p>
3	Educational Capital	<p>LEECH and CAMPOS Linked to economic capital .Middle class parents often use their wealth to secure the best education for their child; They know which are the best schools and how to get into them- may have been to these schools themselves- eg.Old Boys’ Network Send children to private school. Move closer to the catchment area.</p>

EVALUATION of CULTURAL CAPITAL		
1	Strengths SULLIVAN	<ul style="list-style-type: none"> • 465 pupils - given a questionnaire. • Asked about their participation in a range of activities eg. Visiting museums, theatre, watching TV • Found that a liking of factual TV and complex fiction gave students a wider vocabulary and cultural knowledge led to an increased level of cultural capital. • Children of graduates were the most successful students against this measure. • BUT • Even when cultural capital levels were similar the middle class pupils gained higher grades.

EXTERNAL FACTORS: MATERIAL DEPRIVATION (2)

1	HOUSING	
2	DIET and HEALTH	
3	HIDDEN COSTS of EDUCATION	

EVALUATION of MATERIAL DEPRIVATION

1	Strengths	
2	Weakness	

EXTERNAL FACTORS : CULTURAL CAPITAL: BOURDIEU (3)

1	Economic capital	
2	Cultural Capital	
3	Educational Capital	

EVALUATION of CULTURAL CAPITAL

1	Strengths	SULLIVAN
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INTERNAL FACTORS : LABELLING (1)		
1	Definition	The interactionist concept meaning to “attach a meaning or definition to someone” eg. Lazy, hardworking
2	BECKER	Teacher expectations of working class pupils involve attachment of negative labels . Teacher expectations of middle class pupils involve the use of positive labels . Teachers label students based on stereotypical assumptions.
3	RIST	Looked at US nurseries. Children were allocated to groups based on their appearance or home backgrounds. “ Tigers ” smartly dressed and middle class. Given more time and encouragement “ Cardinals ” and “ clowns ”- sat further away- not encouraged and given low level books.
3	DUNNE and GAZELEY	Interviews in 9 English state schools. The underachievement of working class pupils was viewed by teachers as; Normal Not a concern Inevitable- unable to do anything BUT believed middle class underachievement could be tackled. This belief led to class differences in the way teachers deal with pupils; <ul style="list-style-type: none"> Underestimating them- see those doing well as overachieving. Setting easier work. The discussion of underachievement was different for middle class parents compared with working class parents. They believed that working class parents lacked interest in their children’s education but labelled middle class parents as supportive

EVALUATION of LABELLING		
1	Strengths	Challenges the idea of a meritocracy accepted by cultural deprivation arguments.
2	Weaknesses	Deterministic- ignores free will – FULLER’s girls show students do reject labels.
3	Weaknesses	Marxists – ignores the structures of power within which labelling takes place. Labelling theory blames teachers for labelling but fails to explain why they do so- ruling class ideology is transmitted through the education system.

INTERNAL FACTORS : SELF-FULFILLING PROPHECY (2)		
1	Definition	“A prediction that comes true.” This is often a stereotype that defines all members of the group in the same way.”
2	How it works	Step 1: Teacher labels pupil. Step 2: Teacher treats pupil according to the label eg. Offers more <u>or</u> less praise and attention Step 3: Pupil internalises teacher expectation- becomes part of their self-concept/image. The prediction becomes true.
3	ROSENTHAL and JACOBSON (68)	Method: Field experiment Sample: Oak Academy –California primary school Procedures: Told the school they had a Harvard test to identify pupils who would be academic bloomers in the year ahead. This was a fake test. They gave teachers a list of students picked at random. Findings: A year on 47% of the identified students had made more progress than the other students in the class. Conclusions: Teachers had acted on the expectation that these students would make the best progress. They listened to them more, they were nicer to them, they gave them more praise and attention and had high expectations- working with the students to give a better quality response.

EVALUATION of the SELF-FULFILLING PROPHECY (2)		
1	Strength	The evidence above shows that the prediction came true in practice
2	Weakness	The research did not involve observations. It was ethically questionable.

INTERNAL FACTORS : LABELLING (1)

1	Definition	
2	BECKER	
3	RIST	
3	DUNNE and GAZELEY	

EVALUATION of LABELLING

1	Strengths	
2	Weaknesses	
3	Weaknesses	

INTERNAL FACTORS : SELF-FULFILLING PROPHECY (2)

1	Definition	
2	How it works	
3	ROSENTHAL and JACOBSON (68)	

EVALUATION of the SELF-FULFILLING PROPHECY (2)

1	Strength	
2	Weakness	

INTERNAL FACTORS : STREAMING

1	Definition	Where children are divided into different ability groups or classes (streams). Each ability group is taught separately from the others for all subjects.
2	Key idea	Self-fulfilling prophecy is more likely to occur when students are streamed .
3	DOUGLAS:	<p>Working class pupils Not seen as ideal pupils. Teachers have low expectations of them and so place them in lower streams. Children in lower streams from age 8 saw a decline in IQ by age 11.</p> <p>Middle class pupils Seen as ideal pupils. Teachers have high expectations of them and so place them in higher streams. They may have the “Halo Effect”- can do no wrong. Children in higher streams from age 8 saw an increase in IQ by age 11</p>
4	GILLBORN and YUDELL (2001)	<ul style="list-style-type: none"> • Study of two London Secondary Schools • Interactionist ideas: Teachers used stereotypical notions of ability to stream pupils. • They were less likely to see working class black pupils as having ability- put in lower streams-entered for foundation level exams. • Structural ideas: Link this to the marketization policy of League Tables. • Educational Triage- students are sorted into those who will pass anyway, those with potential to get a pass and those doomed to fail. This last group will be ignored and fail in the system. • This is because teachers and schools are accountable for grades and need a good league table position to attract more pupils.

EVALUATION

1	Strengths	Explains how both interactionist and wider structural forces may influence class differences in achievement.
2	Weakness	Ofsted are now concerned with Every Child Matters and Progress 8- progress for all students. Schools need to provide data on all groups of students- it is unlikely that a whole group of students may be ignored today if schools wish to pass their Ofsted inspections.

INTERNAL FACTORS : PUPIL SUBCULTURES

1	Definition	Pupils who share similar values and behaviour patterns. Often formed in response to the way pupils have been labelled – eg a reaction to streaming
2	LACEY(70):	<p>Study of Hightown Boys Grammar School</p> <ul style="list-style-type: none"> •Differentiation: the way teachers organise or sort pupils according to their judgements about ability. Different positions lead to different levels of status. •Or Polarisation: movement of pupils towards one of the polar opposites in response to streaming. Creates the pro-school and the anti-school subculture.
3	Pro-school subculture	Pupils placed in higher streams, Largely middle class Committed to school values, Gain status through academic achievement
4	Anti-school subculture	Those placed in low streams.Tend to be working class – suffer a loss of self-esteem.The school undermines their worth by placing them in a position of inferior status. Labelling encourages them to find ways of gaining status. They will invert traditional school values eg obedience, punctuality, respect for teachers.
5	HARGREAVES (67):	Joining a subculture leads to a self-fulfilling prophecy of failure.Studied a secondary modern school and noted how working class boys had been labelled as “triple failures”:Failed 11+, put into lower class streams and labelled by teachers as “Worthless louts”- they turned to each other for support.
6	BALL (81)	Studied Beachside Comprehensive: <ul style="list-style-type: none"> •School was in process of abolishing banding in favour of mixed ability grouping. •When this happened the influence of the subculture was reduced-which led to fewer opportunities to polarise kids into subcultures.
7	WOODS (79)	Ingratiation-teacher’s pet, ritualism-going through the motions, retreatism-mucking about, rebellion-rejection of school

EVALUATION

1	Weakness	The UK may move away from setting and streaming that may lead to subcultures -like high achieving nationseg Finland, China
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INTERNAL FACTORS : STREAMING

1	Definition	
2	Key idea	
3	DOUGLAS:	
4	GILLBORN and YUDELL (2001)	

EVALUATION

1	Strengths	
2	Weakness	

INTERNAL FACTORS : PUPIL SUBCULTURES

1	Definition	
2	LACEY(70):	
3	Pro-school subculture	
4	Anti-school subculture	
5	HARGREAVES (67):	
6	BALL (81)	
7	WOODS (79)	

EVALUATION

1	Weakness	
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Part of the Education unit- Also connected to Methods in Context

HABITUS: BOURDIEU			Symbolic capital and symbolic violence: BOURDIEU			
1	Definition	The learned taken-for-granted ways of thinking, acting being shared by a particular social class or group. Includes; preferences for particular lifestyles and consumption patterns and beliefs about what is realistic for members of that group to aim for."	1	Symbolic capital	Refers to the status, recognition and sense of worth we are able to obtain from others , especially those of a similar class position to us.	
2	Key idea	A group's habitus is formed in response to its position in the class structure . The middle class has the power to define their habitus as superior and promote this in the education system. Schools tend to have a greater focus on middle class tastes and interests . This is connected to the external factor- cultural capital-(Bourdieu) the school supports middle class habitus and so this gives middle class students more of an advantage . Working class culture has a lower status- seen as inferior .	2	Symbolic violence	Refers to the harm done in denying people symbolic capital (status and value) – by defining their culture as having little value.	
			3	Key idea	By defining working class lifestyles as inferior , symbolic violence replaces the class structure .This keeps lower class groups in their place .This means that for some lower class pupils school is alien/unnatural .	
			4	ARCHER (2010)	Working class pupils saw educational success as "losing yourself" - they felt unable to access "posh" middle class spaces eg university and top careers- "not for the likes of us."	
NIKE IDENTITIES						
Working class identity and educational success	1	INGRAM (2009)	<ul style="list-style-type: none"> Some working class pupils do succeed. 2 groups – working class boys in Belfast. Catholic and from a deprived area. One group in grammar school, the other group failed 11+ and went to secondary school. Grammar school had a middle class habitus- high expectations and academic achievement focus. Secondary had a habitus of low expectations of the underachieving pupils. Working class communities place an emphasis on conformity but working class boys found it hard to fit in to grammar school. They would feel more comfortable in the secondary school with working class habitus. Eg. CALLUM -Wore a tracksuit on non-uniform day at Grammar school and was teased for it. He wore it as a status symbol of his working class habitus and yet if he had worn something more suitable he would have been ridiculed in his own community. 	1	Key idea	Symbolic violence has led to working class students constructing meaningful class identities to gain self-worth , status and value. They invest in "styles" to do this.
				2	Styles	<u>Why styles?</u> Way of "being me."Would have felt inauthentic without them.
				3	Hyper-heterosexual feminine identity	Identity was also gendered- with girls adopting a hyper-heterosexual feminine style eg having a boyfriend and being loud.
				4	Conformity and social capital	Conformity to Nike identities created protection from bullying and symbolic capital . BUT Teachers and school labelled this street style as rebellious- against the middle class habitus- "bad taste."
				5	Conclusions	Nike identities ; -Allow working class kids to be stigmatised by the school's middle class habitus. These styles become a desire for recognition . -Play a part in the rejection of HE as it is; -Unrealistic- unaffordable/risky -Undesirable- doesn't suit their lifestyle- a student loan wouldn't allow them to consume their street styles that give them habitus. They choose self exclusion.
Part of the Education unit- Also connected to Methods in Context						

HABITUS: BOURDIEU		Symbolic capital and symbolic violence: BOURDIEU	
1	Definition	1	Symbolic capital
		2	Symbolic violence
		3	Key idea
2	Key idea	4	ARCHER (2010)
Working class identity and educational success		NIKE IDENTITIES	
1	INGRAM (2009)	1	Key idea
		2	Styles
		3	Hyper-heterosexual feminine identity
		4	Conformity and social capital
		5	Conclusions

TRENDS

1	EPI data (2019)	<p>a) Girls outperform boys in nearly all subjects, with nearly a quarter of female entries across all subjects achieving at least a grade 7, compared to 18 per cent of male entries.</p> <p>b) Boys are more likely than girls to get at least a grade 7 in physics and maths, though the gap is smaller than it was last year.</p> <p>c) In English and English Literature, the gender gap has widened slightly, with boys continuing to underperform girls.</p> <p>d) Achievement in languages has remained stable, with around the same proportion getting 4/C and 7/A grades as last year. The gender gap has narrowed slightly in French and Spanish.</p> <p>e) In terms of the newer GCSEs, attainment in DT has improved, particularly for boys (this might be a reflection of different entry patterns). Media studies and social sciences are also up for both boys and girls.</p>
2	2018 : The Telegraph	The new “tougher” GCSE exams appear to play to boys’ strengths, as the gender gap is now at its narrowest in seven years , figures show. This year, 23.3 per cent of students were awarded the top grades - either A or A* in the old system, or 7, 8 or 9 in the new system - an increase from last year’s 19.8 per cent.
3	2018 The Guardian	Larger share of boys gain top marks under new system while share of pupils gaining C or 4 also rises.The move away from coursework is thought to benefit boys in particular. However.... Despite the improvements by boys in England they were still outperformed by girls at the highest level: 5% of entries by girls received 9s, compared with just 3.6% of boys. girls outperform boys in nearly every major subject, the notable exceptions being mathematics and physics.
Trends over time – slightly older data		
4	Starting school	More than a third of boys fail to reach the expected level in writing and a quarter struggle with numbers.
5	KS1-3	Girls perform better than boys- especially in English. The gap is narrower in Science and Maths.
6	GCSE	Girls outperform boys but the gender gap has been narrowing.
7	A Level	Girls closed the gap by 0.4% points at A*-A in 2018. In the same year 98.1% of girls achieved A*-E grades compared with 97.1% of boys.
8	Higher Education	Girls 35% more likely to go to University than boys. 1990- 34 000 women graduated compared to 43 000 men. 2000 133 000 women graduated compared to 110 000 men. 73% of women get a 2:1 or above, compared with 69% of men.

TRENDS

1	EPI data (2019)	
2	2018 : The Telegraph	
3	2018 The Guardian	

Trends over time – slightly older data

4	Starting school	
5	KS1-3	
6	GCSE	
7	A Level	
8	Higher Education	

EXTERNAL FACTORS		INTERNAL FACTORS	
1	Impact of Feminism	<ul style="list-style-type: none"> The 1960s saw the campaign for equal rights for women and calls for an end to patriarchal control.Challenged the traditional stereotype of women’s housewife role. Law changes have provided more opportunities and protection for women in the home and wider society. This may have resulted in changes in the aspirations and self-esteem of young women. McROBBIE (94) Looked at girl’s magazines from the 1970s and compared them with magazines from the present day. Findings: 1970s promotes traditional roles eg a concern about “being left on the shelf” BUT today magazines promote assertiveness and independence in women. 	1 Equal opportunities policies <ul style="list-style-type: none"> GIST and WISE – Girls into science and technology STEM subjects taught how to fight stereotypes. Non-sexist careers advice and textbooks are less gender-stereotypical BOALER (98) school is more meritocratic because of these policies
2	Changes in the family	There have been a number of key changes in the family; <ul style="list-style-type: none"> Increase in number of lone parent families Increase in divorce rate and cohabitation Decrease in number of first marriages Smaller families •Girls are more aware of the need to be more financially independent of men and have more opportunities outside of the expressive role.	2 Positive role models More female teachers in senior positions in schools act as role models for girls- promote ambition.
3	Changes in Women’s Employment	<ul style="list-style-type: none"> There have been key changes in work for women over the past 30-40 years as a result of key law and policy changes; 1970 Equal Pay Act- outlaws unequal pay for women. 1975 Sex discrimination Act- outlaws unfair treatment of women in the workplace Women have become more involved in the workplace.(53% in 1971 and 67% in 2013)Growth of the service sector and flexible working has improved opportunities for women. The pay gap between men and women has been halved; (1975 = 30% 2000s = 15%) Women now more able to break through the glass ceiling and take on high status positions Girls have more ambition to gain paid work 	3 GCSE and coursework MITOS and BROWNE (98) Girls produced better coursework. -spend more time on their work, better at meeting deadlines, organised, could concentrate for longer periods.
4	Girls’ changing ambitions	O’CONNOR (2006) Study of 14-17 yr olds- marriage and children were not seen as a priority in their plans. BECK and BECK-GERNSHEIM (2001) Careers and independence have become more important to women as we have moved towards more individualisation in modern society.Careers promise independence and self-sufficiency. FULLER (2011) Girls had an individualised notion of self.They believed in the meritocracy and aimed for a professional career that would enable them to support themselves.	4 Teacher attention <ul style="list-style-type: none"> FRENCH (83) and FRANCIS (2001) boys received attention for negative reasons- teachers had lower expectations of them. SWANN (98) Boys dominated whole-class work- girls prefer to work in smaller groups-more turn-taking
			5 Challenging stereotypes Reading schemes of the 1960s and 1970s contained lots of gender stereotypes. - WEINER (95) Sexist images have been removed from most textbooks
			6 Selection and league tables <ul style="list-style-type: none"> JACKSON (98) League tables have improved the situation for girls- more likely to be recruited by good schools and more likely to do well. SLEE (98) boys are less attractive to schools- more likely to have behavioural issues and 4x more likely to be excluded. Boys are seen as “liability students”
THEORETICAL PERSPECTIVES			
		1 Liberal Feminism Support equal opportunities policies that will encourage positive role models and overcome sexist attitudes and stereotypes.	
		2 Radical Feminism More critical of the changes. Believe there is still a patriarchal system. Eg Sexual harassment, girls’ career options and subject choices are limited.,Men still more likely to lead secondary schools despite an increase in the number of female Headteachers. Weiner (93) Secondary school curriculum is a “woman-free zone”- they are under-represented in many areas eg History	

EXTERNAL FACTORS			INTERNAL FACTORS		
1	Impact of Feminism		1	Equal opportunities policies	
			2	Positive role models	
2	Changes in the family		3	GCSE and coursework	
			4	Teacher attention	
3	Changes in Women's Employment		5	Challenging stereotypes	
			6	Selection and league tables	
4	Girls' changing ambitions		THEORETICAL PERSPECTIVES		
			1	Liberal Feminism	
			2	Radical Feminism	

WORKING CLASS GIRLS' UNDERACHIEVEMENT

1	ARCHER (2010)	Key idea	Underachievement has its roots in the conflict between working class girls' feminine identity and the school ethos.
		Key idea	Symbolic capital This refers to the recognition and self worth that we obtain from others. By demonstrating feminine identities working class girls gained symbolic capital from their peers but this was devalued by the school.
		Coping response (1)	Hyper-heterosexual feminine identities <ul style="list-style-type: none"> • Working class girls invested time and money in constructing a feminine identity eg. Combination of Black urban American style and unisex sportswear, sexy clothes, hair and make-up. • They gained status from their peers- avoiding a tramp label! • BUT the school punished the girls for this look- too much make-up etc. • BOURDIEU called this symbolic violence- the harm done in denying someone symbolic capital.
		Coping response (2)	Boyfriends were a means of gaining symbolic capital BUT <ul style="list-style-type: none"> • Affected progress in school. • Lost interest in going to University • Didn't want to study "masculine" subjects • Rejected careers. • Aspired to settle down and work locally in stereotypical working-class gender roles eg. childcare. • Some girls drop out –become pregnant.
		Coping response (3)	Being loud: <ul style="list-style-type: none"> • Some chose to be loud- outspoken, independent and assertive. • Questioned the teachers' authority. • Failed to conform to the stereotype of the ideal female pupil eg passive and submissive. • Teachers saw them as aggressive not assertive.
		Dilemma	<ul style="list-style-type: none"> • These girls face a dilemma; • Gain symbolic capital from peers • Or gain educational capital by rejecting working class identity in favour of middle class values and conformity? • Some girls manage both by defining themselves as "good underneath"- suggesting that they are motivated by a desire to achieve self-worth.

SUCCESSFUL WORKING CLASS GIRLS

1	EVANS (2009)	Key idea	<ul style="list-style-type: none"> • Study of 21 working class girls in a south London comprehensive: • Some working class girls did make it to University BUT.....They were disadvantaged by their class and gender identities-girls wanted to go to University to increase their spending power - to give something back to their families
2	SKEGGS (97)	Key idea	<ul style="list-style-type: none"> • Caring is part of the working class identity. • Girls who went to University wanted to stay close to family for financial reasons and to be close to relatives. • However... • This has an impact on the market value of their degrees and restricts choice of courses.

WORKING CLASS GIRLS' UNDERACHIEVEMENT

1	ARCHER (2010)	Key idea	
		Key idea	
		Coping response (1)	
		Coping response (2)	
		Coping response (3)	
		Dilemma	

SUCCESSFUL WORKING CLASS GIRLS

1	EVANS (2009)	Key idea	
2	SKEGGS (97)	Key idea	

EXTERNAL FACTORS			INTERNAL FACTORS		
1	Poor literacy	<ul style="list-style-type: none"> •DCSF (2007) found that boys' underachievement was connected to poor levels of literacy. •Connected to primary socialisation- mothers not reading to males as much as females. •Girls bedroom culture facilitates literacy development – boys' leisure pursuits do not eg. football 	1	Feminisation of education	<ul style="list-style-type: none"> •SEWELL (2006) •Education system has become feminised. •Schools reward attentiveness in class rather than competitiveness (masculine traits)- girls will benefit. •Coursework is an issue- "we have thrown the boy out with the bath water." •Should focus on outdoor adventure and final exams instead.
2	Globalisation and the decline of traditional men's jobs.	<ul style="list-style-type: none"> •Since 1980s there has been a decline in the primary and secondary sectors of industry •Globalisation of the economy means that male-dominated industry such as mining, engineering, steel and shipbuilding have relocated to places like China. •MITSOS and BROWNE- this has led to an identity crisis for males. •Creates a lack of motivation for young boys. •Their self esteem suffers and so they give up on qualifications.BUT these jobs require very few qualifications anyway and so may not be responsible for underachievement 	2	Shortage of male primary school teachers	<ul style="list-style-type: none"> •Increasing lack of male role models in home and in schools. •There are 1.5 million female-headed lone parent families in the UK. •42% of those who did have male teachers said they made them work harder. •FRANCIS (2006) two-thirds of 7-8 year olds believed that the gender of the teacher didn't matter •READ (2008) studied the language teachers use to express criticism of pupils. •Identified 2 types of discourse: •Disciplinarian discourse:Shouting, exasperated tone of voice, sarcasm- to make the teacher's authority explicit. •Associated with masculinity •Liberal discourse: Teacher's authority is implicit and invisible. The child-centred language involves "pseudo-adultification"- teacher speaks to the child as if they were an adult and expects them to be kind, sensible and respectful. •Associated with femininity-more of this in schools today.
			3	Laddish subcultures	<ul style="list-style-type: none"> •EPSTEIN(98) •Working class boys are discouraged from appearing to be "swots" through verbal abuse eg harassed, labelled as "gay" or sissies. •Working class masculinity is constructed in this way. •FRANCIS(2001) •Boys were more concerned than girls about being labelled by peers as swots- threat to their masculinity.
			4	Moral panic about boys (policy link)	<ul style="list-style-type: none"> •Critics of feminist arguments: They think girls will go on to take men's jobs. They believe that boys are the new disadvantaged group. •BUT •RINGROSE (2013) •There is a damaging moral panic about boys failing in the system to become dangerous and unemployable. This threatens social stability. •The moral panic has also created a policy shift; 1) Narrowing equal opportunities policy down to just failing boys ignores class and ethnicity. 2) By only looking at the achievement gap, other problems faced by girls in schools are ignored.

Part of the Education unit- Also connected to Methods in Context

GENDER, CLASS and ETHNICITY

1	Class is more important than gender.	McVEIGH (2001): <ul style="list-style-type: none"> • The similarities in girls' and boys' achievements outweigh the differences. • The class gap is 3x wider than the gender gap. • Gender gap is rarely more than 12% points. • Girls from the highest social class can be 44% points ahead of girls from the lowest class.
2	Ethnicity may be just as significant as gender	FULLER Many black girls are successful in school because they define their femininity in terms of educational achievement and independence. SEWELL Black boys fail because they define their masculinity in opposition to education - see it as effeminate.
3	Combination of gender, class and ethnicity?	CONNOLLY (2006) Certain combinations of gender, class and ethnicity have more of an effect than others. Being female raises performance more when added to being black Caribbean than it does when added to being white

Part of the Education unit- Also connected to Methods in Context

EXTERNAL FACTORS			INTERNAL FACTORS		
1	Poor literacy		1	Feminisation of education	
2	Globalisation and the decline of traditional men's jobs.		2	Shortage of male primary school teachers	
			3	Laddish subcultures	
			4	Moral panic about boys (policy link)	

Part of the Education unit- Also connected to Methods in Context

GENDER, CLASS and ETHNICITY

1	Class is more important than gender.	
2	Ethnicity may be just as significant as gender	
3	Combination of gender, class and ethnicity?	

Reasons for gender differences in subject choice

1	Gender role socialisation	<p>NORMAN (1988) from an early age girls and boys are</p> <ul style="list-style-type: none"> • given different toys • dressed differently • encouraged to participate in different activities <p>BYRNE (1979) Teacher expectations also encourage stereotypical gender roles;</p> <ul style="list-style-type: none"> • Girls expected to be quiet, helpful, clean and tidy. • Boys expected to be tough and show initiative. <p>MURPHY and ELWOOD (1998)</p> <ul style="list-style-type: none"> • Boys read hobby books and information texts. • Girls read stories about people. <p>Thus, boys choose science and girls choose English.</p>
2	Gender domains	<p>BROWNE and ROSS (1991): Children feel more confident working on tasks in their own gender domain</p> <ul style="list-style-type: none"> • When taught the same maths problem girls felt more confident about it when it was linked to food and nutrition- boys when it was linked to cars. • Boys and girls also pay attention to different details when tackling the same task- Girls focus on the feelings of others and boys on how things work.
3	Gendered subject images	<p>Kelly:Science is seen as a boys' subject;</p> <ul style="list-style-type: none"> • More male science teachers • Gendered images in textbooks and examples in class • Boys dominate the science lab and equipment in it. <p>Colley:Computing is seen as a masculine subject:</p> <ul style="list-style-type: none"> • Involves working with machines. • Teaching styles are formal and abstract tasks puts girls off. <p>Leonard (2006)-Pupils from single sex schools make fewer traditional subject choices and hold less stereotypical subject images.</p>
4	Gender identity and peer pressure	<ul style="list-style-type: none"> •Some subject choices attract a negative response from peers if they fall outside of the expected gender <p>Paetcher (98) Sport is seen as a male domain- girls may opt out of sport as a result of failing to meet traditional female expectations.</p>
5	Gendered career opportunities	<p>Gendered career opportunities Jobs tend to be sex-typed as men's and women's jobs and this affects subject choice. Women's jobs- childcare and nursing. Over half of all women's jobs falls into 4 categories; clerical, secretarial, personal services and cleaning.</p>
6	Gender,vocational choice and class	<p>FULLER (2011) Working class girls tend to opt for traditional gendered subjects eg hairdressing and childcare. This is connected to the working class habitus- jobs for "people like us."</p>

Reasons for gender differences in subject choice

1	Gender role socialisation	
2	Gender domains	
3	Gendered subject images	
4	Gender identity and peer pressure	
5	Gendered career opportunities	
6	Gender, vocational choice and class	

How schooling reinforces pupils' sexual and gender identities

1	Double standards	<ul style="list-style-type: none"> • LEES (93) • Promiscuity in girls is viewed negatively by teachers and male peers but boys are free to boast about their sexual exploits- it is accepted by their peers and ignored by male teachers. Girls who don't have a steady boyfriend are called "slags." This is evidence of patriarchal ideology. • CONNELL (95) This can lead to the reinforcement of "hegemonic masculinity" (dominant heterosexual male identity) and the subordination of female and gay identities.
2	Verbal Abuse	<ul style="list-style-type: none"> • CONNELL: Dominant gender and sexual identities are supported via "a rich vocabulary of abuse" • LEES (86) Boys use name-calling to put girls down- "slags" or "drags". • PAETCHER – name calling helped to shape identity and secure male power- using negative labels like "lezzie", "gay", "queer" helped to police identities in schools. • PARKER (96) – Boys that were friendly with girls and female teachers were labelled "gay"-the label is not connected to the pupils' sexual orientation- it is simply there to reinforce identity.
3	The Male Gaze	<p>This refers to the visual aspect to the way in which pupils control each other's identities.</p> <ul style="list-style-type: none"> • MAC an GHAILL <p>This male gaze is the way male pupils and teachers look girls up and down and see them as sexual objects – passing judgement on their appearance. This is a form of surveillance- the dominant heterosexual male identity is reinforced and femininity is devalued.</p>
4	Male peer groups:	<ul style="list-style-type: none"> • EPSTEIN and WILLIS' studies show that boys in anti-school subcultures accuse boys in the pro-school subculture of being "gay". • MAC an GHAILL (94) study showed how a number of class-based masculine gender identities were reproduced by peer groups. Eg working class "macho lads" rejected the hardworking working class boys as "dickhead achievers". • Middle class "real Englishmen" projected the image of "effortless achievement"- success without effort (although probably worked hard on the quiet). • REDMAN and MAC an GHAILL (97) Dominant masculine identity changed from the macho lad in lower school to the real Englishman in the 6th form- which reflects a more middle class-based 6th form culture
5	Female peer groups:	<ul style="list-style-type: none"> • ARCHER (2010)- working-class girls gain symbolic capital (status and popularity) via a hyper-heterosexual feminine identity (see earlier notes on identity) • RINGROSE (2013) Conducted a small-scale study of 13-14 year old working-class girls' peer groups in a South Wales school. They found that being popular was crucial to the girls' identity. <p>The girls were moving from a girls' friendship culture to a heterosexual dating culture which created tension between;</p> <ol style="list-style-type: none"> a) An idealised feminine identity- showing loyalty to the female peer group- non-competitive and getting along with everyone. b) A sexualised identity: involved competing for boys in the dating culture. <ul style="list-style-type: none"> • REAY (2001)- The boffin identity- Girls who want to succeed have to conform to the school's ideal feminine pupil identity and so they have to present themselves in terms of an asexual identity- showing no concern for boys or popular fashion.
6	Teachers and Discipline	<ul style="list-style-type: none"> • HAYWOOD and MAC an GHAILL (96) Teachers tell boys off for behaving like girls- teased them when they got lower marks than the girls. Teachers may have ignored male students' verbal abuse directed towards female students- suggesting girls attracted this. • ASKEW and ROSS (88) Male teachers had a tendency to over-protect female staff- coming into class to rescue them from disruptive pupils. This reinforces the idea that women need a man's support.

How schooling reinforces pupils' sexual and gender identities

1	Double standards	
2	Verbal Abuse	
3	The Male Gaze	
4	Male peer groups:	
5	Female peer groups:	
6	Teachers and Discipline	

KSI		
1	Maths	76% of white British students reached expected standards. Compared with ; 78% of Asian students- Indian students 85% 74% of Black students 91% of Chinese students 34% Gypsy/Roma 37% Irish Traveller
2	Reading	76% of white British students reached expected standards. Compared with ; 77% of Asian students- Indian students 83% 76% of Black students 91% of Chinese students 30% Gypsy/Roma 35% Irish Traveller
3	Writing	69% of white British students reached expected standards. Compared with ; 73% of Asian students- Indian students 85% 71% of Black students 83% of Chinese students 26% Gypsy/Roma 30% Irish Traveller

KS2		
1	Reading , Writing and Maths	65% of white British students reached expected standards. Compared with ; 69% of Asian students- Indian students 83% 64% of Black students 80% of Chinese students 19% Gypsy/Roma 26% Irish Traveller

GCSE		
1	Attainment 8	<ul style="list-style-type: none"> in 2017/18, the average score for 'Attainment 8' (which measures pupils' performance in 8 GCSE-level qualifications) was 46.5 out of 90 Pupils from the Chinese, Asian and Mixed ethnic groups scored higher than average for Attainment 8 White pupils and Black pupils scored lower than average. Pupils from the White Gypsy/Roma and Irish Traveller ethnic groups had the lowest average scores. In every ethnic group, girls had a higher average Attainment 8 score than boys. In every ethnic group, pupils eligible for free school meals had a lower average Attainment 8 score than those not eligible.

A LEVEL		
1	Percentage of students achieving at least 3 A grades at A level, by ethnicity	11% of white British students reached expected standards. Compared with ; 11% of Asian students- Indian students 15.5%, Pakistani 7.3% Bangladeshi 7.8% 5.5 % of Black students- Black Caribbean 3.4% 25.7% of Chinese students 0% Gypsy/Roma 0% Irish Traveller

HIGHER EDUCATION		
1	University outcomes	<ul style="list-style-type: none"> Graduates with Mixed ethnicity were the most likely out of all ethnic groups to achieve an upper-second class (2:1) degree, with 50.9% doing so. The difference between the percentage of White and Black graduates achieving a first class or 2:1 degree decreased by 3 percentage points between 2012/13 and 2017/18

KS1

1	Maths	
2	Reading	
3	Writing	

KS2

1	Reading , Writing and Maths	
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GCSE

1	Attainment 8	
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A LEVEL

1	Percentage of students achieving at least 3 A grades at A level, by ethnicity	
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HIGHER EDUCATION

1	University outcomes	
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Cultural Deprivation		
Intellectual and linguistic skills:		
1	Bereiter and Engelmann	The disjointed and ungrammatical restricted code used by low-income black families in America was inadequate for success .
Attitudes and Values		
1	Some ethnic minority children lack motivation resulting from a fatalistic live for today attitude . They are not socialised into mainstream values of competition and ambition of the majority culture .	
Family Structure and Support		
1	Murray	High rate of lone parenthood and a lack of male role models lead to the underachievement of some minorities.
2	Moynihan	Link with black matrifocal lone parent families , which provide economic problems and lack male role models . This creates a cycle where inadequately socialised children go on to become inadequate parents too .
3	Pryce	suggested that the culture of Asian people promotes self-worth whereas African-Caribbean culture was still suffering from the impact of colonialism which led to the destruction of their value system and family structures.
4	Sewell	Without a father figure boys turn to street gangs that offer "perverse loyalty and love" . The biggest barrier facing black boys is black peer pressure."
5	Lupton	suggests that Asian families foster a similar model to that which operates in schools. Found more poor behaviour in white working class schools- due to lack of parental support.
6	Evans	White working class youths bring harsh street culture into school leading to underachievement.

Criticism of Cultural Deprivation		
1	Driver (77)	Ignores the positive effects of ethnicity on achievement. Matrifocal black families provide girls with a positive role model of a strong independent woman .
2	Lawrence (82)	Criticised Pryce – black pupils don't fail because of a weak culture and low self esteem- this is due to racism.
3	Keddie	Cultural deprivation is victim-blaming-real issue is ethnocentrism .
Material Deprivation		
1	Housing	<ul style="list-style-type: none"> 68% of White British households owned their own homes, compared with 74% of Indian households. Households in the Black African (20%) and Arab (17%) ethnic groups had the lowest rates of home ownership. Some ethnic minorities more likely to live in overcrowded homes. Ethnic minority households are around 3x more likely to be homeless
2	Diet and Health	<ul style="list-style-type: none"> Black and White 15 yr olds least likely to be eating 5 a day. Asian and other ethnic groups more likely to be eating 5 a day.
3	Income	<ul style="list-style-type: none"> Almost half of all ethnic minority children live in low-income households- compared with a quarter of white children. Ethnic minorities are almost twice as likely to be unemployed compared with white people. Almost half of Bangladeshi and Pakistani workers earned under £7 an hour, compared with only a quarter of white British workers.
Racism in Wider Society		
2	Wood (2010)	<ul style="list-style-type: none"> Sent 3 closely matched job applications to almost 1000 job vacancies. Only 1 in 16 ethnic minority applicants were offered an interview compared with 1 in 9 white applicants. This has a negative impact on the life chances and educational opportunities of their children.
Is class more significant than ethnicity?		
1	MODOOD	Found that poorer students from white backgrounds suffered the effects of low income much more than those from other ethnic backgrounds

Cultural Deprivation	
Intellectual and linguistic skills:	
1	Bereiter and Engelmann
Attitudes and Values	
1	
Family Structure and Support	
1	Murray
2	Moynihan
3	Pryce
4	Sewell
5	Lupton
6	Evans
Racism in Wider Society	
1	Rex (1986)
2	Wood (2010)

Criticism of Cultural Deprivation	
1	
2	
3	
Material Deprivation	
1	Housing
2	Diet and Health
3	Income
Is class more significant than ethnicity?	
1	MODOOD

Teacher Labelling and Racism		
1	Black Pupils Gillborn and Mirza (2000)	On entry to primary school- black children were amongst some of the highest achieving pupils- 20% above average- but when reaching GCSE stage they had the worst results of any other ethnic group- 21 % below.
2	Black Pupils Gillborn and Youdell	Teachers more likely to discipline black pupils This was due to “racialised expectations”. Educational Triage: Negative stereotyping of Black pupils by teachers in the A-C economy leads to them being placed in lower streams and sets, affecting their potential.
3	Asian Pupils Wright (92)	She used observations in a study of Asian and African-Caribbean children in primary schools, and found that teachers held ethnocentric views- seeing British culture and standard English as superior 1) Teachers paid less attention to Asian girls. 2) Used more simplistic language, assuming a poor command of English. 3) Teachers lacked sensitivity towards aspects of their culture and disapproval of their customs and traditions. 4) African-Caribbean pupils were treated more harshly to White students who exhibited similar ‘bad’ behaviour. 5) Teachers also made little effort to pronounce names properly causing embarrassment. 6) Both Asian & African-Caribbean students were victims of racism from White pupils

Institutional Racism		
1	Troyna and Williams	Individual racism: Linked to the prejudiced views of individual teachers. Institutional racism: Discrimination that stems from the policies and practices of the education system itself.
2	Roithmayr (2003)	Institutional racism is a locked-in inequality. Inequality becomes self-perpetuating- it feeds itself
	Ethnocentric curriculum	attitude or policy which gives priority to the culture and views of one particular ethnic group and disregards others. eg David (93) The National Curriculum is “specifically British”. It ignores non-European languages, literature and music. (also see BALL and COARD)
2	Marketisation and segregation	Gillborn -Marketisation has made it easier for schools to select pupils and negative stereotypes of pupils affects school admissions
3	Assessment	Gillborn- believes the way we assess pupils puts black pupils at a disadvantage. Changing to baseline assessments made black pupils’ progress appear to be slower.
4	Access to opportunities	Tikly (2006) in 30 schools in the “Aiming High” initiative to raise Black Caribbean pupils’ achievement, black students were still less likely to be entered for the Higher tier exams.
5	New IQism	Some schools are using old-style IQ tests to measure IQ and then stream pupils. This could disadvantage some ethnic minorities as the IQ test may be culturally-biased and is a snapshot -can not assess potential.

Pupil Identities : ARCHER		
1	Key Idea	Teachers’ dominant discourse- way of seeing things- views the identity of ethnic minority pupils as lacking the qualities of the “ideal pupil”.
2	Ideal pupil identity	- white , middle class, masculinised, normal sexuality
3	Pathologised pupil identity:	Asian pupil -succeeds via hard work rather than natural ability.
4	Demonised pupil identity:	Black/white, working class, hyper-sexualised identity

Pupil Responses and Subculture		
1	FULLER	Found that girls who had been labelled negatively challenged the label and threw their anger and frustration into educational success. conformed by working hard but gave the impression that they were not.. Maintained a positive self-image and achieved.
2	Mac an Ghail	Girls from an all-girls school felt they had developed a culture of academic commitment and so coped better with negative labels at college.
3	MIRZA (92)	Study of academic black girls who faced teacher racism, she found that the coping strategies they employed led to them underachieving. girls developed strategies to avoid the effects of teachers’ negative attitudes but this restricted opportunities.
4	Sewell	Outlined a variety of responses to teacher labelling- rebellion, conformists, retreatism, innovation.

Teacher Labelling and Racism			Institutional Racism		
1	Black Pupils Gillborn and Mirza (2000)		1	Troyna and Williams	
2	Black Pupils Gillborn and Youdell		2	Roithmayr (2003)	
				Ethnocentric curriculum	
2	Black Pupils Gillborn and Youdell		2	Marketisation and segregation	
			3	Assessment	
3	Asian Pupils Wright (92)		4	Access to opportunities	
			5	New IQism	
Pupil Identities : ARCHER			Pupil Responses and Subculture		
1	Key Idea		1	FULLER	
2	Ideal pupil identity		2	Mac an Ghail	
3	Pathologised pupil identity:		3	MIRZA (92)	
4	Demonised pupil identity:		4	Sewell	

SELECTION

1	Key Idea	
2	1944 Tripartite System	
	Strengths	
	Weaknesses	

COMPREHENSIVISATION

1	Key idea	
2	1965 Comprehensive Schools	
3	Strengths	
4	Weaknesses	

SELECTION		
1	Key Idea	aimed to remove the inequalities which remained in the system.
2	1944 Tripartite System	<ul style="list-style-type: none"> The Act provided free secondary education for all pupils. Most LEAs aimed to establish the three main 'streams' or categories of school - grammar, secondary modern and technical Children would be allocated on the basis of an examination at the age of 11, known as the '11 plus'. If you passed the 11+ exam you were selected to go to a grammar school. If you failed the 11+ exam you were selected for either: Secondary technical or Secondary modern This was intended to provide equal opportunities for children of all backgrounds. The school leaving age was raised to 15, though the stated intention that it should be 16 was not effected until 1972.
	Strengths	Free education for all Increased leaving age- extended opportunities Meritocratic system- built on a "parity of esteem"- all students treated fairly.
	Weaknesses	<ul style="list-style-type: none"> Class divide: reproduced inequality, legitimated inequality IQ test biased Gender issues: pass grade higher for girls Late starters were labelled for life.

COMPREHENSIVISATION		
1	Key idea	<ul style="list-style-type: none"> The vision was to educate all children under one roof, regardless of class, gender, ability and ethnicity. To promote social justice and tolerance. Improve teacher training & facilities. Create a broader curriculum.
2	1965 Comprehensive Schools	The introduction of the Comprehensive School in 1965. Abolition of the 11+. Comprehensive schools were for all children from a particular catchment area.
3	Strengths	<u>Social Reasons</u> Children of all abilities, genders, religions and class backgrounds attend one school and mix. Which breaks down social barriers. <u>Economic Reasons</u> Comprehensives are bigger & seen as cheaper to fund and run. <u>Educational Reasons</u> They are designed to cater for children of all abilities and allow children to be a success according to what they can do. No entrance exams and being viewed as a 'failure'. <u>Geographical Reasons</u> School 'catchment areas' mean that local children from all neighbourhoods will get the same opportunities.
4	Weaknesses	<u>Limiting parent choice</u> Students expected to attend the nearest comprehensive, no matter how good it is. <u>Mixed Ability</u> More academically able students held back as teachers time is torn between helping the less bright. <u>Lower Standards</u> Some people believe that comprehensives accept lower standards e.g. Poorer behaviour. <u>Students mixing?</u> Some argue that streaming and setting students just replicates the old tripartite system under one roof. As middle class & working class children are separated into top and bottom sets.

SELECTION		
1	Key Idea	
2	1944 Tripartite System	
	Strengths	
	Weaknesses	

COMPREHENSIVISATION		
1	Key idea	
2	1965 Comprehensive Schools	
3	Strengths	
4	Weaknesses	

Definition of Marketisation		
1	Definition	This is the process of introducing market forces of consumer choice and competition between suppliers into areas run by the state eg. education.

Introduction of Marketisation		
1	Thatcher Government 1979-1989	<p>Introduced under the Thatcher Government in 1988</p> <p>She was a great supporter of Neoliberal approaches. Marketisation has created an education market by</p> <ul style="list-style-type: none"> reducing state control Increased competition between schools Improved parental choice of schools.
2	Influenced by the Neoliberal approach	<ul style="list-style-type: none"> Critical of the one size fits all approach to education provision ie comprehensivisation. They feel that marketization means schools are more accountable- they have to attract customers to compete. Schools have to provide what the consumer wants/needs ie exam success. Those who don't will fail to attract customers and go out of business.

Policies 1988 ERA (see notes for further examples)		
1	League Tables	To increase competition , raise standards and make schools more accountable for their results. Empowers consumers.
2	Formula Funding	Schools have funds allocated based on their intake- increased competition between schools to attract pupils. Empowered consumers who had a choice.
3	National Curriculum	Students were taught the same subjects nationally . To create a single shared cultural heritage and easy to compare progress geographically.
4	OfSted	Originally rigorous" school inspections every 6 years Emphasis on inspection rather than support. Aggressive system of naming and shaming and placing into "special measures" for "failing schools". Today more supportive – 2 day inspections. To increase accountability and to support parent choice.

Benefits of Marketisation		
1	PARENTOCRACY : Miriam David (93)	Describes this era as a " parentocracy "-" rule by parents " increase in power of parents as consumers . Power shifted away from the producers to the consumers in education. This creates diversity amongst schools, meets needs of different students, gives parents choice and raises standards
2	Social benefits	The needs of all children in the community will be met through diversity.
3	Economic benefits	More cost effective to introduce competition and business sponsor
4	Geographical benefits	Schools could take students from outside the catchment area if they had places

Criticisms of Marketisation		
1	Reproduction of Inequality	Ball (94) and Whitty (98) Argue that league tables and funding formula reproduce class inequalities by creating inequalities between schools.
2	Reproduction of Inequality	Public Policy Research (2012) Found that competition-oriented education systems produce more segregation and between children of different backgrounds.. Unpopular schools face reduced funding and further unpopularity.
3	Reproduction of Inequality	BARTLETT (93) League Tables- Cream-skimming: Good schools can be more selective and choose their own customers. Silt-shifting: Good schools can also avoid taking less able students who may get poor results and damage the league table position.
4	What Parental Choice?	Found differences in parents' economic and cultural capital led to class differences in how far they are able to choose a secondary school. Priveleged skilled choosers had more choice.
5	Myth of Parentocracy	BALL Marketisation gives the appearance of parentocracy .It makes parents feel they have a free choice BUT This is a myth. Leech and Campos- Middle class parents can afford to move closer to good schools- selection by mortgage.

Definition of Marketisation

1	Definition	
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Introduction of Marketisation

1	Thatcher Government 1979-1989	
2	Influenced by the Neoliberal approach	

Policies 1988 ERA (see notes for further examples)

1	League Tables	
2	Formula Funding	
3	National Curriculum	
4	OfSted	

Benefits of Marketisation

1	PARENTOCRACY : Miriam David (93)	
2	Social benefits	
3	Economic benefits	
4	Geographical benefits	

Criticisms of Marketisation

1	Reproduction of Inequality	
2	Reproduction of Inequality	
3	Reproduction of Inequality	
4	What Parental Choice?	
5	Myth of Parentocracy	

Background to New Labour Policies

1	Change of Government 1997	Tony Blair rose to power following a long period of Conservative Government. The previous Government had introduced a range of marketization and privatization policies. Blair adopted a third way of Politics- a New Labour –which would embrace some marketization policies and some social democratic policies.
2	Education, Education, Education	One of the first key pledges was to invest in education and futures.

Marketisation Policies under New Labour

1	Specialist schools	Schools could apply to become a specialist in a particular subject area eg technology. This would lead to funding but schools were also able to select 10% of their pupils. Created more choice and diversity.
2	Academies	Failing schools were converted to Academies often with new leadership. The aim was to raise standards and provide better opportunities but also created more diversity in the education system and involvement of private business. Created more choice for consumers.
3	New vocationalism and work-related learning	Allowed more schools and colleges to offer vocational subjects. Emphasis on life-long learning- enabled young adults to go back to college to improve qualifications – would prevent them being on benefits in the long term

Assessing New Labour policies 1997

1	Strength: Postmodernists	These policies promote diversity and choice and these ideas are echoed by postmodernist theorists Thompson (92) Schools need to break free from the one size fits all approach of the old systems where schools and pupils were dealt with in the same way. Eg. Growth of faith schools and specialist schools.
2	Strength	Trowler (2003) More funding for state education and a focus on a “learning society” is seen to be a means of breaking down inequalities in education.
3	Weakness	The extent of choice and diversity has been exaggerated.
4	Weakness	Inequalities and state control of the curriculum still exists.
5	Weakness	Whitty (2002) Anti-inequality policies were cosmetic: Children were encouraged to stay on with EMA but faced years of debt with tuition fees in HE. •Grammar schools and fee-paying schools still existed alongside the new model and this again reproduces inequality.

Social Democratic Policies under New Labour

1	Academies	Aim was to improve opportunities for those attending failing schools.
2	Education Action Zones	More funding and support for schools in deprived areas
3	Building schools for the Future	School rebuilding programme put in lace to allow students to have more opportunities and enable schools to compete fairly.
4	EMA	Funding for students from low income families in further education.
5	Sure Start	Wide range of educational and support services for families in deprived areas.

Background to New Labour Policies

1	Change of Government 1997	
2	Education, Education, Education	

Marketisation Policies under New Labour

1	Specialist schools	
2	Academies	
3	New vocationalism and work-related learning	

Assessing New Labour policies 1997

1	Strength: Postmodernists	
2	Strength	
3	Weakness	
4	Weakness	
5	Weakness	

Social Democratic Policies under New Labour

1	Academies	
2	Education Action Zones	
3	Building schools for the Future	
4	EMA	
5	Sure Start	

Background to the Marketisation Policies 2010+ Coalition

1	2010: Change of Government	David Cameron rose to power. He did not have a majority and so chose to form a Government with the Liberal Democrats-Nick Clegg became deputy.
2	Two approaches to education	Before the election – Nick Clegg pledged via his manifesto to abolish tuition fees for University students. Conservative policies tend towards the marketization policies and so when Clegg became part of the Cabinet he failed to deliver his pledge. Instead tuition fees were raised to £9000 a year and EMA was scrapped. This led to widespread protesting and arrests in the autumn of 2010.

Marketisation policies : Coalition Government 2010

1	New Academies	Good to outstanding schools were now also invited to convert to academy status. There were financial benefits-state funded- but schools could make more decisions about curriculum, hiring of staff and how the school was run. Encouraged to work in partnership with other schools to raise standards in Academy chains or trusts.Increased choice.
2	Free Schools	State funded private school- a new school. Created by parents, teachers, business people, charities. Supposed to increase choice as they would be tailored to the needs of their local community. Often small in size.
3	GCSE and A level : Linear courses	Coursework was scrapped in many subjects. Students could no longer take modules in Year 10 and 12 towards their final result. All exams at the end. Exam content more rigorous. Aimed to raise standards in line with other countries.
4	EBacc	School progress measured in relation to student performance in English, Maths, Science, Geog/History and a language. Increased competition between schools.
5	Progress 8	Pupil progress measured across 8 subjects- had to fit the 3 Attainment 8 buckets- before based on Eng/Maths/Science
6	Increased university fees	Increased to £9000 a year in 2010. EMA for further education students also scrapped.

Strengths of Coalition Government Policies

1	Raised standards	Schools became more accountable for a range of subjects. Competition increased between a range of schools.
2	Compensatory policies	Not all of the policies introduced were marketization policies. Some new policies were aimed at <u>reducing inequality</u> <ul style="list-style-type: none"> Free School Meals: Given to all children in Reception, Year 1 and Year 2. Pupil Premium: Money given to schools targeted at students from disadvantaged backgrounds.

Weaknesses of Coalition Government Policies

1	RATCLIFFE (2014)	Many schools failed to use their Pupil Premium money to target disadvantaged groups-absorbed into building costs etc.. Only 1 in 10 Headteachers claimed it improved the opportunities of disadvantaged students
2	Austerity Measures (Funding Cuts)	1) EMA was abolished and University fees raised to £9000 a year. Discourages poorer students from going to University
3	Austerity Measures (Funding Cuts)	2) Surestart centres closed Unable to reduce the effects of cultural and material deprivation
4	Austerity Measures (Funding Cuts)	3) Spending on the new school buildings programme was cut by 60% Some schools in deprived areas unable to compete fairly in the education market.
5	NUT (2013)	Free schools and academies reduced the budget available for other schools.They also undermined democratic accountability (not run by LEAS)
6	WINTOUR 2012- commenting on ALAN MILBURN (Coalition adviser on social mobility)	The removal of EMA reduced the number of young people from poorer families staying on in education. Students had lost financial support to meet the cost of education.

Background to the Marketisation Policies 2010+ Coalition

 1 **2010: Change of Government**

 2 **Two approaches to education**
Marketisation policies : Coalition Government 2010

 1 **New Academies**

 2 **Free Schools**

 3 **GCSE and A level : Linear courses**

 4 **EBacc**

 5 **Progress 8**

 6 **Increased university fees**
Strengths of Coalition Government Policies

 1 **Raised standards**

 2 **Compensatory policies**
Weaknesses of Coalition Government Policies

 1 **RATCLIFFE (2014)**

 2 **Austerity Measures (Funding Cuts)**

 3 **Austerity Measures (Funding Cuts)**

 4 **Austerity Measures (Funding Cuts)**

 5 **NUT (2013)**

 6 **WINTOUR 2012- commenting on ALAN MILBURN (Coalition adviser on social mobility)**

What is privatisation?

1	Definition	<ul style="list-style-type: none"> The transfer of industries or services previously owned by the state (public sector) to ownership by private businesses (private sector). Businesses are involved to make a profit. In education this may involve the construction and ownership of school buildings or private companies running schools.
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CRITICISMS

1	BALL	<ul style="list-style-type: none"> Education is then being turned into a “legitimate object of private profit making”- a commodity. The state is losing it’s role as the provider of education services.
2	HALL	<ul style="list-style-type: none"> Marxist- Coalition policies were part of the “<i>long march of the neoliberal revolution</i>”. Academies are part of the process of handing over public services to private capitalists- educational businesses. He argues that it is a myth to say that privatisation and competition drive up standards. This is used to legitimate turning education into a source of private profit.

GLOBALISATION and EDUCATION

1	Key idea	Globalisation means the world is becoming more interconnected. New technologies, deregulation of markets and increased geographical mobility are some of it’s features.
2	BALL	There has been a shift towards more neoliberal policies globally – however, these may still need to be tailored to meet the needs of multicultural societies.
3	BALL	Universities are now marketing themselves overseas- creating hubs in other countries such as Malaysia- recruiting students from overseas.
4	KELLY	<ul style="list-style-type: none"> Focus on providing students with skills for a global economy Education systems around the world are becoming increasingly alike More emphasis on economic objectives rather than social objectives-culture may not be passed on. The professionalism of teachers is being undermined and local democratic accountability is reduced eg LEAS.

Explain how the education system has become a source of profit.

1	BALL	Calls this global privatisation process, the “ education services industry ” or ESI .
2	Services provided by private companies	<ul style="list-style-type: none"> Buildings Providing supply teachers Work-based learning Careers advice Ofsted inspection services Running education authorities
3	Public-private partnerships	<ul style="list-style-type: none"> Large-scale building projects involve one of these. The Private sector provide capital to design, build, finance and operate educational services. These contracts last 25 years or more. The local council will pay a monthly lease and management fee. BALL Companies involved in this make 10x as much profit as they do on other contracts. Local authorities -A lack of central government funding means they must rely on private funding/ PPP.
4	Blurred Boundaries	Pollack (2004) The way in which companies recruit personnel allows them to have insider knowledge- valuable for winning contracts. Eg teachers leaving the profession.
5	Globalisation of Education Services	Many private companies in the ESI are from overseas. Eg Disney and Hasbro own software companies. The nation state is becoming less important is becoming less significant when forming policies
6	Cola-isation of schools	<ul style="list-style-type: none"> logos and brands have found their way into schools. Eg vending machines, sponsorship of sports facilities. BALL; Cadbury’s sports equipment promotion was scrapped when it was revealed that pupils would need to consume 5440 chocolate bars to get a set of volleyball posts. BEDER (2009) Tesco’s computers for schools is much the same with families paying £110,000 for a single computer for their school.

What is privatisation?

1	Definition	
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CRITICISMS

1	BALL	
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2	HALL	
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GLOBALISATION and EDUCATION

1	Key idea	
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2	BALL	
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3	BALL	
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4	KELLY	
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Explain how the education system has become a source of profit.

1	BALL	
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2	Services provided by private companies	
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3	Public-private partnerships	
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4	Blurred Boundaries	
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5	Globalisation of Education Services	
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6	<u>Cola-isation of schools</u>	
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