

A level Sociology

Education: Class and educational achievement

Inside school factors

Becker and Keddie consider negative labelling.

Ball looked at setting and streaming. Teachers had higher expectations of students in the higher streams and would teach them in a different way e.g. MAT policy.

Hargreaves looked at anti-school subcultures, like Paul Willis' study – *Learning to Labour*.

Mac an Ghail's study of Parnell School.

Woods concluded that non-conformist reactions are more likely to be from working-class students.

Working-class v. Middle-class differences can be seen during GCSE/A levels and moving onto further/higher education. More middle-class students tend to move on to university, as fees restrict and act as a barrier for some students from working-class and underclass backgrounds.

Bernstein discusses elaborate (middle-class) and restricted codes (working-class).

Bourdieu and cultural capital; where middle-classes are socialised within the home with knowledge, skills, language, and attitudes than lean towards a better education – compared with some students from working-class backgrounds.

Sugarman discusses immediate (some students from working-classes needing a job and money) and deferred gratification (middle-class students can wait and achieve their gratification later i.e. via a good job).

Hyman found that working classes are more likely to possess a lower value on education.

Outside school factors

Material deprivation

Halsey found that material factors were more of a problem than cultural factors.

Joseph Rowntree Foundation conducts research on poverty and its effects on children and their academic achievement. The current high levels of child poverty in the UK mean that there are many children lacking in financial support for them to succeed in education.

Halsey found that a lack of financial support in the home prevents students from working-class and underclass backgrounds from attending university – links to **Sugarman's** work.

Douglas found that unsatisfactory living conditions can cause ill health which could result in missing school; therefore, lessons are lost and vital knowledge that is required to succeed in examinations is missed.

Unemployment means parents have a lack of funds for school trips/visits; lack of resources; not being able to afford nurseries, unaffordable further/higher education.

Cultural deprivation

Douglas considered the level of parental interest (where parents may be working full-time, shift work or having more than one job). This can affect elements like not able to attend parents' evenings, not the fact that they lack interest in their children.

Bourdieu defines cultural capital – see Marxism.

Sugarman discusses immediate and deferred gratification – see Marxism.

Hyman found that middle-classes and some members of the working-classes place different values on education.

Becky Francis: Gender gap.

Don't forget criticism – this is important for the exam!

Also remember:

- class and ethnicity
- class and gender.

However:

We cannot generalise how many students from deprived backgrounds go to university via good qualifications.

There are also financial incentives distributed by the State to offer opportunities to those who would require them.

Some private schools also offer bursaries and/or scholarships so that children from a less wealthy backgrounds can successfully apply and attend.