

# **PiXL Independence:**

## **Sociology - Student Booklet**

### **KS5**

## **Core Topic: Sociology of Education Paper 1**

### **Contents:**

- I. Multiple Choice Questions – 10 credits
- II. Short Answer Questions – 10 credits per question
- III. Independent Research – 80 credits per question
- IV. Academic Reading – 50 credits each
- V. Extended Exam Style Questions Part One – 60 credits each plus 20 additional credits for marking your own.
- VI. Extended Exam Style Questions Part Two – 100 credits each plus 20 additional credits for marking your own.
- VII. Mark Scheme for Extended Exam Style Questions Part One
- VIII. Mark Scheme for Extended Exam Style Questions Part Two

### i. Multiple Choice Questions

*Answer the question below that explore the themes of this unit.*

**10 credits.**

1. True/False – Functionalists believe one of the main roles of education is to create social solidarity.
2. T/F Material factors refers to the physical necessities of life.
3. According to cultural deprivation theorists, which of the following is not an aspect of working class subculture that contributes to under-achievement?
  - a. Immediate gratification
  - b. Fatalism
  - c. Material deprivation
  - d. Low value on education
4. Which key theorist distinguished between elaborate and restricted speech codes
  - a. Douglas
  - b. Bernstein
  - c. Feinstein
  - d. Bourdieu
5. Which theorist(s) coined the term 'correspondence principle'?
  - a. Davis & Moore
  - b. Bowles & Gintis
  - c. Willis
  - d. Murdock
6. Which functionalist argues the role of education is to 'bridge the gap' between family and wider society?
  - a. Davis & Moore
  - b. Durkheim
  - c. Murdock
  - d. Parsons

7. Which of the following educational policies were designed to raise standards in education? (you can select more than one)
- a. 1988 Education Reform Act introduction of league tables
  - b. Free School Meals
  - c. Curriculum 2000 introduction of literacy and numeracy hour
  - d. Introduction of academies
8. T/F-The New Right believed creating an education free market would help to raise the standards of state education.
9. T/F-Pakistani and Bangladeshi girls have lower rates of educational achievement compared to the ethnic majority in the UK.
10. Which one of the following statements is not an external factor that could be used to explain ethnic differences in educational achievement?
- a. Ethnocentric curriculum
  - b. Cultural deprivation
  - c. Racism in wider society
  - d. Material deprivation
11. Which one of the following is NOT true.
- a. More boys than girls go into higher education.
  - b. At GCSE girls are around 10 percentage point ahead of boys.
  - c. At Key Stages 1 to 3 girls do consistently better than boys.
  - d. Girls do even better in traditional boys' subjects like sciences.
12. Which factor does not explain gender differences in subject choice?
- a. Early socialisation
  - b. Gendered subject images
  - c. Gender identity and peer pressure
  - d. Streaming
13. T/F-Marxists argue that the values transmitted by education are society's shared values.

14. T/F-Feminists believe education reproduces patriarchal ideology.

15. Which one of the following policies has not been blamed for reproducing inequality in educational attainment?

- a. League tables
- b. Formula funding
- c. Free schools
- d. The New Deal

## ii. Short Answer Questions

*Short answer questions are a great way to test your knowledge and understanding (AO1) of a topic. This type of question also appears throughout AS and A Level Sociology exam papers. The command word for 4 and 6 mark questions is always 'Outline'.*

- A Level papers have short answer questions for Education and Crime and Deviance, the exam skill you practise here is very important.

**Each question answered is worth 10 credits. There are a further 10 credits available for self-assessment marking and adding to your answers if needed.**

1. Outline two reasons pupils may form anti-school subcultures. (4 marks)
2. Outline three ways in which education corresponds to work. (6 marks)
3. Outline two internal factors which may lead to the educational underachievement of some pupils. (4 marks)
4. Outline three external factors for class differences in educational achievement. (6 marks)
5. Outline two external factors that have contributed to the improvement in girls' achievement. (4 marks)
6. Outline three functions of education. (6 marks)
7. Outline two policies that have aimed to tackle educational inequalities. (4 marks)
8. Outline three examples of patriarchy that may exist in schools. (6 marks)
9. Outline two types of pupil subcultures. (4 marks)
10. Outline three examples of policies that designed to raise standards in state education. (6 marks)

### iii. Hyperlinks for Independent Research

Each research task has a strong link to the unit of education, but may also focus on wider sociological themes, remember to try and view sociology as a holistically as possible.

**80 credits for each completed reading task. 30 credits for a two page summary of one of the viewing options.**

**1. Race, Class and Oxbridge Stranglehold**

<https://www.theguardian.com/education/2017/oct/20/oxford-cambridge-race-class-and-oxbridge-stranglehold-on-british-society>

**Question:** How can you apply evidence from this article to the following question:

“Assess the view that the education system in the UK is institutionally racist.”

**2. BBC: Clever girls, stupid boys?**

<http://www.bbc.co.uk/news/education-31751667>

**Question:** Summarise the internal and external factors which Coughlan suggests affect gender and educational achievement.

**3. Viewpoints: School league tables**

Read the article and answer the question below.

<http://www.bbc.co.uk/news/education-25810203>

**Question:** What do recent league tables emphasise about schools? What are the strengths and limitations of the current system of publishing school data in league tables?

### **Suggested viewing:**

#### **The History Boys**

The film explores the ambitions, pressures and aspirations of a group of lads. A good insight into pupil-subculture and the impact of internal and external school factors on the achievement of boys.

#### **Educating Essex**

Is the first series of the British documentary television program **Educating** produced by TwoFour for Channel 4. It explores real life for pupils, teachers and pupils. You can use the Educating series to explore how internal and external factors impact on home life.

#### **Freedom Writers**

A dedicated California teacher finds a way to unify her disadvantaged, racially divided students through the use of literacy and writing.

#### iv. Recommended Academic Reading for Research Methods

**50 credits for each chapter summary completed (either 300 – 500 words or a one page bullet-point summary)**

**150 credits for book summaries (either 700-1000 words or a two page bullet-point summary)**

**Title:** *AQA A Level Sociology Book One Including AS Level: Book one*

**Author(s):** Rob Webb, Hal Westergaard, Keith Trobe, Annie Townend

**Description:** Written by experienced team of authors, it provides students with everything they need to know to success in their sociology A level studies.

**Recommended reading:** Chapters on 'Education' and 'Research Methods with Methods in Context.'

**Title:** *Learning to Labour*

**Author:** Paul Willis

**Description:** In his ethnographic research Willis explores youth culture and the impact of working class culture on the the achievement of boys.

**Recommended reading:** the whole text

**Title:** Sociology of Education Topic Master

**Author:** Jill Swale

**Description:** Jill Swale's topic master offers a fantastic overview of all areas of education, providing greater depth and insight into all key aspects of the unit.

**Recommended reading:** the whole document

**Title:** *Haralambos and Holborn - Sociology Themes and Perspectives [Eighth edition]*

**Authors:** Michael Haralambos, Martin Holborn

**Description:** An excellent extensive textbook for sociology courses in schools, colleges and higher education. A great starting point for anyone wanting to do some extra reading with clear headings and guidance.

**Recommended reading:** Chapter on research methods

***Extension reading for the whole of sociology:***

**Title:** *The Sociology Book (Big Ideas)*

**Author(s):** Alexandra Beeden and Miezán Van Zyl

**Description:** It is a fantastic book to engage anyone and everyone in sociology! It includes great visuals.

**Recommended reading:** All of it!



## v. Extended Exam Questions Part One

60 credits for each 10 mark question (plus 20 for marking and reviewing)

Paper 1: Education

### Practise 10 mark 'analysis' exam questions on Education

#### Item A

Cultural deprivation theorists argue that pupils' cultural background, language skills, attitudes and family structure have a far greater influence over pupil outcomes than any other internal or external factor. School curricula and the attitudes of teachers may also influence academic attainment.

1. Applying material from Item A, analyse **two** school factors that may lead to the educational underachievement of pupils from some minority ethnic groups. (10)

#### Item A

Bowles and Gintis coined the term correspondence principle. They believe that schools corresponds to work in many ways through: rules and expectations, clothing requirements, special limitations. Functionalists refer to school as a microcosm of society, which to some extent could support this view.

2. Applying material from Item, analyse **two** ways in which school corresponds to work. (10)

#### Item A

Functionalists believe that education operates on meritocratic principles. However Marxists disagree with this view point as they believe education teaches the values of the ruling class, and therefore acts as an ideological state apparatus. Many educational policies have been introduced to promote equal opportunities and raise standards such as formula funding and open enrolment. However some argue that this creates a false sense of parentocracy and has actually contributed to creating greater inequalities in the education system.

3. Applying material from Item, analyse **two** reasons why the claim that 'education functions on meritocratic principles' may be considered misleading. (10)

**Item A**

It is an on-going fundamental debate as to whether setting and streaming has positive or negative consequences for pupil performance. Some subjects have tiered papers and therefore often pupils are placed into sets according to their ability. However these sets and streams are often influenced by class and ethnicity, with more working class pupils in lower sets and streams. However some argue that placing students into sets and streams has a positive outcome, as lessons are pitched at the correct level.

4. Applying material from Item A, analyse **two** ways in which setting and streaming could impact on educational performance. (10)

## vi. Extended Exam Style Questions Part Two

100 credits for each 30 mark question (plus 20 for marking and reviewing)

### Practise 30 mark exam questions on Education

#### Item B

There is much debate in sociology of education as to what the main role of education is. Marxists argue one role of education is to serve the needs of the economy. Functionalists also believe that education provides a skilled work force and acts as a filter to allocate people into the most appropriate roles. However functionalists believe the role of education is to create social solidarity, acting as a microcosm of society.

1. **Applying material from Item B and your knowledge, evaluate the view that the main role of education is to serve the needs of the economy. (30)**

#### Item B

Statistics show that white pupils are very close to the national average when it comes to educational achievement, compared to black and Pakistani pupils whom perform below national average. Sociologists have debated as to whether this is due to internal or external factors, with Gillborn and Youdell arguing that teachers have racialized expectations of pupils. Troyna and Williams also argue that internal factors such as institutional racism and an ethnocentric curriculum are to blame for differences in ethnicity and achievement.

2. **Applying material from Item B and your knowledge, evaluate the view that some ethnic minority underperformance is a result of factors inside school. (30)**

#### Item B

The march of progress of women over the past 50 years has been argued to contribute largely to differences in gender and educational achievement, as well as subject choice. Educational policies which have focused largely on equality in education, such as GIST and WISE were introduced to encourage more girls to pursue traditionally masculine subjects. However there is still a gender gap in educational achievement and some sociologists argue that gender identity is often intertwined with subject choice.

3. **Applying material from Item B and your knowledge, evaluate the view that gender differences in subject choice is as a result of outside of school factors. (30)**

**Item B**

Since 1980s the UK government have introduced a range of educational policies to create an education free market, including Ofsted, publication of league tables, open enrolment, formula funding and more recently introduction of academies and free schools. These policies have focused on raising standards. However critics argue that their introduction has contributed even more to widening inequality in education.

4. **Applying material from Item B and your knowledge, evaluate the effects of educational policies to create a free market in the UK. (30)**

**Item B**

Marxists argue that the role of education is to serve the needs of the economy. Education teaches the values of the bourgeoisie to maintain class inequality. Becker's labelling theory also suggests that the education system favours middle class pupils, through favouring their values. Other sociologists disagree and argue that cultural deprivation and at home factors have more of an impact than internal factors.

5. **Applying material from Item B and your knowledge, evaluate the view that social class differences in educational achievement is as a result of external factors. (30)**

## vii. Mark Scheme for Extended Exam Style Questions Part One

For each question give yourself a mark out of 10, identify a strength and a target for future improvement.

Marks	Level descriptors
8-10	Answers in this band will show good knowledge and understanding of relevant material relating the two areas that the question asks about. There will be two developed applications of material from the item. There will be appropriate analysis/evaluation of two reasons.
4-7	Answers in this band will show a reasonable to good knowledge and understanding of one or two areas that the question asks about. There will be some successful application of material from the item. There will be some analysis/evaluation
1-3	Answers in this band will show limited knowledge of one or two areas that the question asks about and/or little or no understanding of the question or the material. There will be limited application of material from the item. Some material may be at a tangent to the question. There will be limited or no analysis/evaluation.
0	No relevant points.

**Q1. Mark out of 10:**

**Strength:**

**Target:**

**Q2. Mark out of 10:**

**Strength:**

**Target:**

**Q3. Mark out of 10:**

**Strength:**

**Target:**

**Q4. Mark out of 10:**

**Strength:**

**Target:**

### viii. Mark Scheme for Extended Exam Style Questions Part Two

For each question give yourself a mark out of 30, identify a strength and a target for future improvement.

Marks	Level descriptors
25-30	<p>Answers in this band will show sound, conceptually detailed knowledge of a range of relevant material. Sophisticated understanding of the question and of the presented material will be shown.</p> <p>Appropriate material will be applied accurately and with sensitivity to the issues raised by the question.</p> <p>Analysis and evaluation will be explicit and relevant. Evaluation may be developed for example through a debate between different perspectives. Analysis will show clear explanation. Appropriate conclusions will be drawn.</p>
19-24	<p>Answers in this band will show accurate, broad and/or deep but incomplete knowledge. Understands a number of significant aspects of the question; good understanding of the presented material.</p> <p>Application of material is largely explicitly relevant to the question, though some material may be inadequately focused.</p> <p>Some limited explicit evaluation and/or some appropriate analysis.</p>
13-18	<p>Answers in this band will show largely accurate knowledge but limited range and depth. Understands some limited but significant aspects of the question; superficial understanding of the presented material.</p> <p>Applying listed material from the general topic area but with limited regard for its relevance to the issues raised by the question, or applying a narrow range of more relevant material.</p> <p>Evaluation will take the form of juxtaposition of competing positions or one to two isolated stated points. Analysis will be limited, with answers tending towards the descriptive.</p>
7-12	<p>Answers in this band will show limited undeveloped knowledge. Understands only limited aspects of the question; simplistic understanding of the presented material.</p> <p>Limited application of suitable material, and/or material often at a tangent to the demands of the question.</p> <p>Very limited or no evaluation. Attempts at analysis, if any, are thin and disjointed.</p>
1-6	<p>Answers in this band will show very limited knowledge, eg one to two very insubstantial points about education in general. Very little/no understanding of the question and of the presented material.</p> <p>Significant errors and/or omissions in application of material.</p> <p>No analysis or evaluation.</p>
0	No relevant points.

**Q1.**

**Mark out of 30:**

**Strength:**

**Target:**

**Q2.**

**Mark out of 30:**

**Strength:**

**Target:**

**Q3.**

**Mark out of 30:**

**Strength:**

**Target:**

**Q4.**

**Mark out of 30:**

**Strength:**

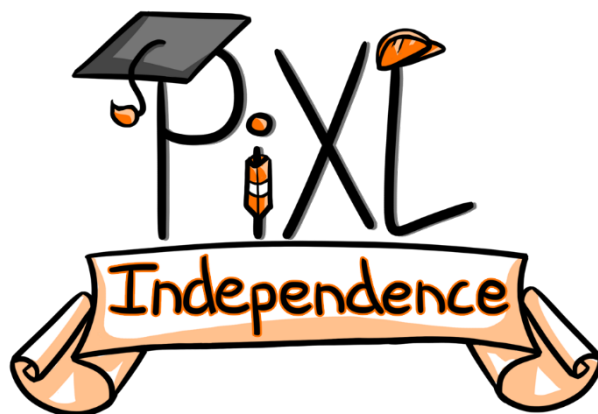
**Target:**

**Q5.**

**Mark out of 30:**

**Strength:**

**Target:**



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