

### CULTURAL DEPRIVATION THEORY

**Controversial** theory that blames working-class families for their underachievement

CD theorists claim:

- Working-class families fail to socialise their children adequately.
- The working class are 'culturally deprived'
- they lack the cultural equipment needed to do well at school, and so underachieve.
- they lack the attitudes, values, knowledge and skills to succeed

There are **3** aspects to cultural deprivation: Language, parent education and working class subculture

#### 1. LANGUAGE - BERNSTEIN SPEECH CODE THEORY

##### RESTRICTED CODE:

Usually used by the working class.

Limited vocabulary – short, unfinished, grammatically simple sentences.

Speech is simple. May only be a single word or a gesture instead.

Descriptive not analytical.

Context bound – assumes listener shares the same set of experiences

##### ELABORATED CODE:

Typically used by the middle class.

Wider vocabulary and is based on longer, more complex sentences.

Speech is varied and communicates abstract ideas.

Context free – the speaker does not assume that the listener shares the same experiences

#### 2. PARENT ATTITUDE TO EDUCATION - DOUGLAS 1964

### CULTURAL DEPRIVATION THEORY (cont)

According to Douglas, working-class parents:

- were less ambitious for their children.
- gave them less encouragement.
- took less interest in their education.
- visited the school less often (e.g. for parents' evenings).
- were less likely to discuss children's progress with teachers.

*this was because working-class parents placed a low value on education*

#### WORKING CLASS SUBCULTURE - SUGARMAN 1970

the working class have different goals to the middle class

**working class goals:** fatalism, immediate gratification, present time orientation, collectivism

**middle class goals:** control, deferred gratification, future time orientation, individualism

- Sugarman claims the working class tend to 'live for today' with a 'carefree attitude'.
- No career plan.

**WC children:** of working through secondary school for no financial reward or qualifications for the next five years makes it unlikely that they will have the 'right' attitude to stick it out.

**MC children:** Their parents have stayed on in education to work for qualifications and have the attitude that they can wait for reward. This instils aspiration into middle-class children which helps them maintain their focus and commitment at school

#### EVALUATION...

### CULTURAL DEPRIVATION THEORY (cont)

The working class are not culturally deprived; they are just culturally different from the middle-class culture of schools. (Keddie, 1973). Keddie argues that this theory is victim-blaming and that children cannot be deprived of their own culture.

Teachers have a speech hierarchy and negatively label pupils at the bottom of it (Troyna & Williams, 1986).

Working-class parents are interested in their children's education but are intimidated by the school system and offered inadequate communication (Blackstone & Mortimore 1994).

#### Parental influences over children (Douglas, 1964; Feinstein, 2008)

Parenting style: Extent and consistency of discipline

Educational behaviours: Amount of help with homework

Use of resources such as books; visits to educational locations

Use of income: Do parents spend money on things which will benefit their children's academic progress?

Level of education: How far the parents' own education was pursued – this is often regardless of class or income.

### MATERIAL DEPRIVATION THEORY

#### What are material advantages?

Hirsch (2007) students from better off backgrounds had a variety of advantages:

- more likely to have structured out-of-school activities



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### MATERIAL DEPRIVATION THEORY (cont)

...and these activities (which are often costly) helped students from better-off backgrounds to learn particular skills.

...also gave them greater confidence in school, helping them to achieve higher grades

- had more space (such as their own bedroom) making it easier for them to do homework successfully

- were more likely to benefit from private education

### FACTORS of material deprivation

#### 1. HOUSING

Overcrowding can make it difficult to study.

Disturbed sleep due to sharing bedrooms.

Temporary accommodation and frequent moves can impact schooling.

Cold and damp environments can impact the health of children.

Families may experience psychological distress.

#### 2. DIET AND HEALTH

Young people from poorer homes have lower intakes of minerals, vitamins and energy (Howard, 2001).

This may account for difficulties with concentration and illness

#### 3. FINANCIAL COSTS

Bull (1980) refer to the 'cost of free schooling'. The costs of books, computer and equipment can place a heavy burden on families.

The stigma of free school meals can deter some families who are eligible from applying.

### MATERIAL DEPRIVATION THEORY (cont)

Children from low-income families may need to work.

#### 4. FEAR OF DEBT

Students may not apply for further education if they cannot afford it as they would have to take out loans and worry about not being able to pay it back and being in debt

### EFFECTS OF MATERIAL DISADVANTAGE

Smith and Noble (1995) barriers to learning resulting from low income:

- unable to afford trips and stationary and uniform: this can lead to students being isolated, bullied and stigmatised.

... State education itself may be free, but supplementary costs can be considerable

... 2013 study of the hidden costs of free state schooling £1614 each year

- less likely of pupils having access to a computer with internet access, a desk, educational toys, books, space to do homework and a comfortable well-heated home

- The marketisation of schools means that there will be better resourced oversubscribed schools in more affluent areas

- socially disadvantaged students are concentrated in a limited number of increasingly unpopular schools

- WC: more likely to have to work part-time to support their studies, or to have to care for younger siblings.

### REPRODUCTION OF CLASS INEQUALITY

#### \*\*BORDIEU: CULTURAL CAPITAL

Capital can be defined as any assets that can improve your chances in life

Bourdieu adopts a Marxist approach but extends it to include several different types of capital, not just economic capital

He uses the concept 'capital' to explain why the middle class are more successful.

This term usually refers to wealth (economic capital), however he defines two other types of capital: 'Educational capital' and 'cultural capital'

#### 4 types of capital: economic; cultural; social; symbolic

All these types of capital can help in education and all reflect class inequalities in society

The education system is biased towards the culture of higher social classes

... The education system is biased towards the culture of higher social classes.

... They therefore possess more cultural capital useful for success in the education system

#### HABITUS

Bourdieu argues that each social class possesses its own cultural framework or set of ideas

This cultural framework contains ideas about what counts as good and bad taste, good books, newspapers, TV programmes.

This habitus is picked up through socialisation in the family.



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Published 18th May, 2025.  
Last updated 18th May, 2025.  
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### REPRODUCTION OF CLASS INEQUALITY (cont)

*The dominant class has the power to impose its own habitus in the education system, so what counts as educational knowledge is not the culture of society as a whole but that of the dominant social class*

**Advantage cultural capital** : better-off middle and upper class backgrounds have more access to the culture of the dominant class

*while the schooling process appears to be neutral it is not neutral at all because the culture of the educational system is that of the dominant class*

### THE TYPES OF CAPITAL

**Economic capital** - money to pay for coaching for entrance exams into grammar schools or private schools, fees for private schools, the expense of moving house to the catchment area of a successful school, the costs of transportation to more distant schools

**Cultural capital** - involves the possession of cultural characteristics that can give you advantages in life

**Social capital** - the social networks of influence and support that people have through involvement and cooperation with neighbours, community, social and professional groups; knowing the right people to talk to who to get advice from

**Symbolic capital** - possession of high social status and thereby given respect in society

### Internal factor: LABELLING

#### Howard Becker theory

A label defines how others see a person and how they behave towards them.

It can also influence how a person sees themselves and how they behave in response to the label

SO...

**Labelling**: occurs when particular characteristics are ascribed to individuals on the basis of descriptions, names or labels.

According to the interactionist perspective, teachers may label pupils

*These labels are often based on stereotypes*

#### Howard Becker Chicago study

WHAT: Interviews with 60 teachers found they judged pupils according to an ideal image, conduct and appearance were key in influencing this. Middle class children were closest to the ideal and working class children were furthest from the ideal

#### RESULTS:

- Unconcerned about underachievement in working class pupils and acted like nothing could be done compared to belief that it could be overcome in middle class students

- Working class areas ideal pupil was seen as quiet passive and obedient, middle class area ideal pupil judged in terms of academic ability and personality

- For middle class set extensions for work, for working class entered them into easier exams

### Internal factor: LABELLING (cont)

- WORKING CLASS were seated further away, encouraged less, given lower-level books to read and fewer chances to show their ability

Prediction that comes true simply by virtue of it having been made

Hemel-Jorgensen (2009) – teachers' notions vary according to the social class make-up of the school

### Symbolic interactionism

Micro not macro

Face-face interactions

Definition of self, other, and situation

Self-concept is based on how others see us

Interactionists argue that a person's self-concept, their view of themselves, develops from interaction with others

**Interactionism**: small scale interaction between individuals shapes people's behaviour. While interacting with others, people interpret behaviour and attach meanings to the behaviour of those around them. This affects people's image of themselves (their self-concept) and self-concept shapes behaviour

**Self-concept**: the sort of person you think you are, whether lazy or hard-working, successful or a failure. To interactionists, your self-concept is strongly influenced by what others think of you.



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Published 18th May, 2025.  
Last updated 18th May, 2025.  
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### Internal factor: STREAMING, SETTING etc

#### How do schools organise classes?

**Streaming:** where students will be divided according to ability across all subjects remaining in the same (tutor) group whatever the subject.

**Setting:** where students are divided according to their ability in a particular subject. E.g. They may be in the top set in Maths, but the third set in English.

**Banding:** Where the number of ability levels are reduced to broad bands. So although differentiated by ability to some extent, the level between the best and worst in a group is likely to be greater than in setting.

**Mixed ability:** students of all ability levels are in one class.

**Hargreaves (1967) and Lacey (1970) both studied streaming. Their basic findings were as follows:**

#### 1. STUDENTS IN HIGH STREAMS

- Pro - school orientations
- value academic success and pursue it
- conform to teachers demands
- are positively evaluated and favourably perceived by their teachers.
- Get the best / most able teachers. Status in high streams is based on academic success.
- Get the best / most able teachers. Status in high streams is based on academic success.

#### 2. STUDENTS IN LOW STREAMS

- Anti - school orientation
- value academic failure and pursue it

### Internal factor: STREAMING, SETTING etc (cont)

- apathetic to teacher demands
- are negatively evaluated and unfavourably perceived by their teachers
- Get the least able and inexperienced teachers
- Status in lower streams is based on bad behaviour, not doing work, truanting, and being tough.
- The worst offenders are the most popular among their peers. However their sense of worth ( i.e. their self concept ) had been undermined by the process of setting and the allocation

### MIXED ABILITY CLASSES

the class contains a full range of abilities ideological purpose in creating an atmosphere of fairness and social mixing

**Newbold (1975), studying mixing ability found it had educational advantages too...**

- Less able children were more content, more pro-school and found to develop improved reading standards and verbal reasoning
- low ability children gain in the mixed ability system but there is little to suggest that high ability children may be held back

**EDUCATIONAL TRIAGE** - Gillborn and Youdell 2000

The ways pupils are divided into three groups...

1. Those who are likely to succeed in exams (a\*-c) whatever happens
2. Those who have a chance at succeeding if they get some extra help (those around the C/D boundary)
3. Those who have little chance of succeeding what ever is done

### Internal factor: STREAMING, SETTING etc (cont)

They found that schools focus on the first two groups as this will improve their place in the league tables and give the impression of a successful school.

The third group are written off as no hoppers and left to 'die an educational death'

### How students respond to schooling

students can form subcultures with other pupils who share values, experiences and behaviours

these groups provide support and peer-group status

which subculture a student moves towards can also be affected by ethnicity, class and gender

### STATUS

Interactionist emphasise that all human beings seek status in their own eyes and in the eyes of others, particularly significant others

If people cannot achieve status through the conventional status avenues they will adopt alternative status channels

### Internal factor: SELF FULFILLING PROPHECY

*Study by Rosenthal & Jacobson*

They told teachers they had identified bright students in a group.

tested all pupils but picked 20% at random – but told the school these were 'spurters'

year later almost half of those identified had made significant progress



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Published 18th May, 2025.  
Last updated 18th May, 2025.  
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### Internal factor: SELF FULFILLING PROPHECY (cont)

There was a greater effect on younger children. This supports the idea of SFP – Rosenthal and Jacobson proposed that the supposed test results influenced the way teachers behaved towards pupils.

SFP: a teacher making a prediction on a student, perhaps based on stereotypes and/or limited evidence. The student then fulfils this prophecy

Consider Jane Elliott eye colour study

### WORKING CLASS UNDERACHIEVEMENT

#### What causes working class underachievement?

- material deprivation: *poorer housing and diet, illness, low income*
- lack of cultural capital
- parents attitudes to education and lower level of parents' education
- 'problem' schools in deprived areas
- restricted language code (Bernstein's LC theory)
- cultural deprivation
- teacher evaluation: *labelling, streaming, stereotyping, self fulfilling prophecy*

#### ...SO THEREFORE...

Working class children are more likely to be: poor readers when they start school, placed in lower sets, be suspended or excluded, underachieve at GCSE/A LEVELS and less likely to go to university

#### Why is this the case?

- They are genetically less intelligent
- The parents don't raise them properly
- Parents don't push them hard enough!

### WORKING CLASS UNDERACHIEVEMENT (cont)

- The teachers don't like them as much as middle-class children
- They lack resources at home
- So many are from families who don't have any hopes for their children

External = outside school  
Internal = in school

### Internal factor: GENDER DIFFERENCES

#### 1. Equal opportunities policies

Impact of feminism within the education system

Teachers need to ensure both genders have equal opportunities

GIST and WISE – to encourage girls to pursue non-traditional careers

National Curriculum – all students study same subjects

Boaler (1998) equal opportunities policies key in changing girls' achievement

#### 2. Positive role models in schools

#### 3. GCSE and coursework

Assessments favour girls

Oral exams benefit girls, who have better linguistic skills.

Ellwood (2005): girls improvement NOT just coursework because still a focus on exams

#### 4. Teacher attention

French & French (1993): boys get more attention, but this is negative

Francis (2001): boys more attention, but more harshly disciplined, low teacher expectations

### Internal factor: GENDER DIFFERENCES (cont)

Teachers see girls as cooperative and so give more positive attention – leading to self-fulfilling prophecy

#### 5. Challenging stereotypes in the curriculum

Jackson (1998): league tables make high achieving girls attractive. Leads to self-fulfilling prophecy as girls likely to go to good schools.

Boys may give schools a bad image.

#### Identity, class and girls' achievement

##### Hyper-heterosexual feminine identities

Girls aim to be 'desirable' and 'glamorous'.

Similar to the idea of 'Nike' identities.

Status from peers

Creates symbolic violence – their culture seen as worthless.

Conflict with school ie too much jewellery

##### Boyfriends and being loud

Having a boyfriend earns symbolic capital

lower aspirations

lower interest in university

desire to 'settle down'

Being loud meant not conforming to stereotypes

conflict with teachers

further from 'ideal pupil'

##### 'Successful' working-class girls

Some working-class girls do achieve and go to university.



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Published 18th May, 2025.  
Last updated 18th May, 2025.  
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### Identity, class and girls' achievement (cont)

**Skeggs (1997):** Working-class girls' identity focus on 'caring', live at home – because of cost

### Two views of girls' achievement

**Two views of girls' achievement**

|                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                       |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Liberal feminists</b> <ul style="list-style-type: none"> <li>• Celebrate progress made</li> <li>• Further progress from equal opportunities policies</li> </ul> | <b>Radical feminists</b> <ul style="list-style-type: none"> <li>• System is patriarchal (male dominated)</li> <li>• Sexual harassment in schools</li> <li>• Girls' limited subject and careers choices</li> <li>• More male secondary heads</li> <li>• Women ignored in curriculum, e.g. history (compare to ethnocentric)</li> </ul> |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|



### Changes in social attitudes and perceptions

**Changes in social attitudes and perceptions**

- Women being perceived more equally in society

1. The feminist movement and women's rights
2. Changes in the family
3. Employment opportunities for women
4. Changing social attitudes, perceptions and ambitions

Increased educational success for women

### External factor: GENDER DIFFERENCES

#### The impact of feminism

improved the rights of women as well as raising women's expectations, self-esteem & motivation.

Although feminists would argue that true equality with males has not been fully achieved, many would agree that the position of women has greatly improved

#### Changes in the family

increase in divorce rate

increase in cohabitation

increase in lone-parent families (usually female headed)

### External factor: GENDER DIFFERENCES (cont)

decline in marriage rate

decreasing family size

decline in birth rate

### Changes in women's employment

The 1970 Equal Pay Act: Makes it illegal to pay one sex more than another for work of equal value – pay gap halved.

The 1975 Sex Discrimination Act: Prohibits sex discrimination in the workplace

### Girls' changing ambitions

Girls' ambitions are becoming more career-oriented.

Sharpe (1994): study shows changes to girls' aspirations from 1970s to 1990s.

O'Connor (2006): marriage and children not major life plans.

### BUT...

Working-class girls still tend to have more gendered aspirations

Reay (1998): ambitions linked to opportunities available

Biggart (2002): working-class girls more likely to have motherhood as an option

### GENDER DIFFERENCES

#### 3 KEY ASPECTS

Why do girls achieve better results than boys?

Why do girls and boys opt for different subjects?

How does schooling help reinforce gender identities?

### PATTERNS

Published 18th May, 2025.

Last updated 18th May, 2025.

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### GENDER DIFFERENCES (cont)

Girls do better in all baseline tests

Girls better at concentrating

More boys with SEN (two and a half times)

Girls do much better in Maths, Science, and English

Gender gap about 10 percentage points

Girls more likely to pass and get A-B grades (46.8% vs 42.2%) at A LEVEL

Gap is narrower than at GCSE

### ETHNIC DIFFERENCES

Ethnicity : "The fact or state of belonging to a social group that has a common national or cultural tradition." The Oxford Dictionary

"People who share common history, customs & identity, as well as, in most cases, language & religion, and who see themselves as a distinct unit." (Lawson & Garrod, 2000)

Highest achieving groups: Chinese and Indian – GCSE, A level, stay in education longer, more likely to enter university

Lowest achieving groups: poorest white British, black Caribbean, Pakistani, Bangladeshi, gypsy/Roma, Irish travellers - below average reading skills lower levels of attainment

Black Caribbean students are overrepresented in special schools and more likely to be categorised as having emotional behavioural or social difficulties than white students



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### ETHNIC DIFFERENCES (cont)

When streamed by ability ethnic minorities are overrepresented in the lower streams even when they get better results than white students. More likely to leave school without any qualifications, less likely to stay on in education

### CULTURAL DIFFERENCES

Value placed on education may result from subculture Asian family life has been characterised as consisting of close knit extended families which have high aspirations for their children and very supportive attitudes to education

**Archer and Francis (2007)** found that parents of Chinese pupils placed an exceptionally high value on education. ....education was a 'family project' a family's standing in the community was partly related to educational performance of their children.

Lupton (2004) suggests that lower working class white British families in the most disadvantaged areas have a fairly indifferent or negative attitude towards learning and towards school and low aspirations for their children. These family cultures may contribute to differences in attainment between ethnic groups

### Reasons for cultural differences

### ETHNIC DIFFERENCES (cont)

Strand (2008) "more recent groups...often see education as a way out of the poverty they have come from. By contrast, if you've been in a white working class family for three generations, with high unemployment, you don't necessarily believe that education is going to change that"

Many members of minority ethnic groups may have more cultural capital than would be expected from their present class position.

This may be because their jobs after migrating to the UK were lower in pay and prestige than their previous jobs

Sewell relates the 'inadequate' socialisation of black children to the high rates of single mothers

- The lack of father figure means that boys instead find male role models in gangsters

- Black masculinity is reflected and reinforced by the media with gangster rap and hip hop fashions and news reports emphasising black street crime and gun culture

Minority ethnic groups are far more likely to live in low-income households and to be in the poorest fifth of the population.

This means some ethnic groups face problems like poor quality housing, overcrowding, higher levels of unemployment

this material disadvantage can affect achievement in school.

### INSTITUTIONAL RACISM

### ETHNIC DIFFERENCES (cont)

#### marketisation and segregation

Gillborn: school selection gives schools more scope to select pupils - negative stereotypes can affect admission decisions.

Moore and Davenport's U.S. research supports this, e.g. primary school reports influence secondary school selection.

Concluded ethnically stratified education system

The CRE (1993) similar in Britain - minority pupils more likely to go to poorer schools due to:

#### ethnocentric curriculum

Ethnocentricity is an attitude or policy that prioritises one group (e.g. White British culture) and is an example of institutional racism.

ethnocentric curriculum is one that reflects one culture while neglecting others.

EXAMPLE: Lack of access to Asian languages in preference to European languages ignores some culture, literature and music

#### access to opportunity

White students twice as likely as black pupils to be identified as gifted and talented.

Black students more likely than White students to be entered for lower tiers.

### EVALUATION OF GILLBORN INSTITUTIONAL RACISM VIEW

Sewell: Racism in schools is not enough of an explanation; we also need to consider external factors.



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Published 18th May, 2025.  
Last updated 18th May, 2025.  
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### ETHNIC DIFFERENCES (cont)

'Model minorities': If institutional racism is truly a problem, why do high-achieving "model" groups such as Indian and Chinese pupils do better than White pupils ?

Model minorities' performance creates the false impression that the system is fair.

Ignores the racism which is still experienced by groups such as Chinese pupils.

Interactions effect = class & gender interact differently with different ethnic groups.

Examples...

Black boys more likely to be seen as hyper-masculine & disruptive (irrespective of class).

Greater difference shown in treatment between m/c & w/c White pupils than other ethnic groups.

### Boys and achievement

#### Boys and literacy

DCSF (2007): the 'gender gap' is the result of poor literacy among males.

Reading is 'feminised'.

Boys are socialised to be 'active', girls have 'bedroom culture'.

#### Globalisation and the decline of traditional men's jobs

Mitsos & Browne (1998) suggest that this has created a 'crisis of masculinity'.

Manual working-class jobs have declined.

#### Feminisation of education (Sewell)

education has become 'feminised'

### Boys and achievement (cont)

education does not nurture 'masculine' traits of competitiveness and leadership

coursework is a cause of boys' underachievement

need a greater focus on outdoor activity and more exams

#### Shortage of male primary school teachers

Lack of positive male role models, 1.5 million female-headed lone parent families.

DfES (2012): 14% of primary school teachers are male.

Some suggest boys need male teachers from an early age to impose strict discipline.

#### Are more male teachers really needed?

Francis (2006): two thirds of 708 year-olds did not think gender of a teacher matters.

Haase (2008): schools 'masculinised' structure that is dominated by females

Jones (2006): leadership – one in four males, one in 13 females

Epstein (1998): construction of 'laddish' subcultures in school. Working-class boys labelled sissies/gay if appear to be 'swots'. 'Real boys don't work.'

Ringrose (2013): moral panic about 'failing boys'. Unemployable underclass – threat to social stability. Now policy moves to raise boys' achievement

McVeigh (2001): gender difference not as great as class or ethnic differences.

### Boys and achievement (cont)

Gender gaps are larger in some ethnic groups than in others – e.g. large gap between Black Caribbean boys and girls (Fuller's study).

### Gender and subject choice

**Intro of National Curriculum 1988** Reduced pupils' freedom to choose or drop subjects, with most being compulsory until 16.

Where choice is possible, such as GCSE options, there are clear gender differences.

**A levels** Gendered choices become more obvious in post-16 education.

Boys more likely to opt for maths and physics

Girls are more likely to opt for Sociology and English

**Vocational courses** Only 2 in 100 construction apprentices are girls.



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Published 18th May, 2025.  
Last updated 18th May, 2025.  
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### Gender and subject choice (cont)

**Why do these differences occur?** Ann Oakley (1973): gender is the learned cultural differences between males and females.

Primary socialisation shapes gender identity.

Fiona Norman (1988): Girls and boys are dressed differently, given different toys, encouraged to take part in different activities.

Boys are rewarded for being active.

Girls are rewarded for being passive.

Schools are also important in gender socialisation.

**Eileen Byrne (1979):** Teachers encourage boys to be tough and to show initiative.

Girls are expected to be quiet and helpful and not rough or noisy

### Gender and subject choice (cont)

**Murphy and Elwood (1998): these tastes inform subject choices** Boys prefer hobby books and information texts = Science

Girls prefer books about people = English based subjects

Children's beliefs about 'gender domains' are shaped by their early experiences and expectations of adults (Browne and Ross, 1991).

They see some tasks as part of male or female 'territory' and therefore as relevant or irrelevant to themselves.

Children are more confident in tasks they see as part of their own domain.

**Boys focus more on how things work.**

**Girls focus more on people.**

**Single-sex schooling** Less stereotyping  
Girls more likely to take maths and science A-levels

Boys take English and languages

**Gender identity and peer pressure** Pressure if outside gender domain  
Paechter – girls in sport not seen as feminine.

### Gender and subject choice (cont)

Dewar – sporty girls seen as 'lesbian'.

Peer pressure relieved in single-sex setting.

### Pupils' sexual and gender identities

**Factors impacting on pupils' sexual & gender identities** Double standards of moral expectations of girls & boys

Verbal abuse of girls

The application of the male gaze to girls

Influence of male peer groups on expression of masculinity

Impact of female peer groups on policing of identity

Impact of teacher discipline on boys & girls

**Hegemonic masculinity** Connell (1995):

Heterosexual masculine identity

Subordination of female/gay identities



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Last updated 18th May, 2025.  
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### functionalist perspective on education

Functionalists believe that... society is a system of interdependent parts held together by a shared culture or value consensus

an agreement among society's members about what values are important.

each part of society, such as the family, economy or education system, performs functions that help to maintain society as a whole.

### DURKHEIM IDEA

social solidarity Individual members must feel themselves to be part of a single 'body' or community.

Education system creates this by transmitting society's culture – shared beliefs & values from one generation to the next

School acts as a 'society in miniature' preparing us for life in wider society

### functionalist perspective on education (cont)

specialist skills Education teaches individuals the specialist knowledge & skills that they need to play their part in the social division of labour

**New Vocationalism:** involves work-related study, learners acquire job-specific knowledge & skills on or in work-like situations

**PARSONS** *"In a meritocracy, everyone is given an equal opportunity, and individuals achieve rewards through their own effort and ability".*

Education meritocratic – encouraged to work to best of ability

Education socialises – values of individual achievement and achieved status

Bridges gap between family & work

Universalistic standards

### functionalist perspective on education (cont)

**ROLE ALLOCATION** Davis & Moore:

Focus on the relationship between education & social inequality

Inequality is necessary to ensure that the most important roles in society are filled by the most talented people

This will encourage everyone to compete

Education plays a key part in this process, since it acts as a proving ground for ability

### Neoliberalism and the New Right

**NEOLIBERALISM** Based on an economic principle – free-market economy, limited regulation (if any) by the state.

Encourage privatisation and competition – drive up standards.

State should not control individuals.

State should not control individuals.



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Published 18th May, 2025.  
Last updated 18th May, 2025.  
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### Neoliberalism and the New Right (cont)

**THE NEW RIGHT** A conservative political view.

Incorporates neoliberal ideas (previous slides).

Some people are naturally more talented than others.

Agree with functionalists that education should be run on meritocratic principles of open competition.

They believe that education should socialise pupils into shared values & provide a sense of national identity.

**THE MARKET VERSUS THE STATE** *The New Right view*

State control has resulted in inefficiency, national economic decline and a lack of personal initiative.

Education inevitably ends up as one size fits all that does not meet individual needs or the needs of employers for skilled & motivated workers.

### Neoliberalism and the New Right (cont)

the state cannot meet people's needs.

Schools that get poor results do not change because they are not accountable to their consumers

The result is lower standards and a less qualified workforce.

### CHUBB AND MOE: CONSUMER CHOICE

Data shows that pupils from low-income families do about 5% better in private schools.

This suggests that state education is NOT meritocratic.

State education has failed to create equal opportunity because it does not have to respond to pupil's needs.

Parents & communities cannot do anything about failing schools while the schools are controlled by the state.

### Neoliberalism and the New Right (cont)

Private schools deliver higher quality education because they are answerable to paying consumers – the parents.

### CHUBB & MOE: THE SOLUTION

Market system in state education.

Give control to consumers.

This should be done via a voucher system in which each family would be given a voucher to spend on buying education from a school of their choice.

### TWO ROLES FOR THE STATE

1. Imposing a framework

2. Transmission of shared culture

### The Marxist perspective on education

Marxists are critical of the capitalist system and the inequality it produces.

Contrast to functionalists – a conflict view.

Society and education based on class division and exploitation

Marxists believe that society is an unfair system is built upon the exploitation of those who lack power, by those who possess it



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Published 18th May, 2025.  
Last updated 18th May, 2025.  
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### The Marxist perspective on education (cont)

The capitalist class - the bourgeoisie - are the minority class but they own & control

The working class - the proletariat - are the majority who provide their labour to the bourgeoisie.

Division creates class conflict – working class realise they are exploited – this would lead to revolution

**but education is used to teach the ideas that will prevent a revolution.**

### ALTHUSSER THE IDEOLOGICAL STATE APPARATUS

Repressive State Apparatuses (RSAs): Physical control through institutions such as the police, justice system & the military.

Ideological State Apparatuses (ISAs): Control over people's ideas, beliefs and values (no physical force is used).

ISA pass on the ruling class's dominant ideology.

### The Marxist perspective on education (cont)

The more successful the ISAs are at passing on ruling class dominant ideology, the less work the RSAs have to do.

Althusser believes that education has replaced religion as the most important ISA.

The education system passes on ruling-class ideology & teaches basic skills needed to perform in capitalist society.

The W/C are essentially forced to fail & end up taking up low status, low paid, alienating work roles.

The R/C 'go to the top of the pile' & go on to university where they are trained to fill their R/C roles.

### The Marxist perspective on education (cont)

All of this means that social class inequalities are reproduced.

Meritocracy is a myth that has to be constantly reinforced so that inequalities are legitimised.

### HIDDEN CURRICULUM

Ideas not part of official curriculum taught through schools such as competition and hierarchy. Essentially, unofficial lessons that are part of the reproduction of education inequalities

Cohen: youth training schemes teach young people values rather than skills. They accept low-paid work.



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### The Marxist perspective on education (cont)

This consists of things that pupils learn informally for their experience of going to school on a daily basis.

Bowles & Gintis agree with Althusser that meritocracy is a myth.

The system must prevent rebellion.

Education is a 'myth making machine' designed to justify inequality by promoting the idea that failure is due to lack of hard work -rather than injustices & inequalities of capitalist society.

Not every student passively accepts the rules, regulations and ideology that the education system passes on. This can be seen in the work of Willis (1970).

**PAUL WILLIS:**  
**'LEARNING TO LABOUR'**

Gintis, Willis does not believe that there is a simple relationship between education & work

### The Marxist perspective on education (cont)

study of 12 W/C 'lads' in their final year of school using unstructured interviews & observations

He found that the lads had a counter school culture which directly opposed the values of the education system (& capitalism).

They rejected values of subservience, motivation & acceptance of hierarchy.

The lads actively chose to fail so that they could land their 'dream jobs' of manual labour.

not accepting the system (through their counter-culture) meant the 'lads' ended up doing the unskilled labour that capitalism needed.

### The Marxist perspective on education (cont)

#### CRITICISMS OF WILLIS

Small sample (unrepresentative / cannot generalise findings)

The lads could have exaggerated / lied. - HAWTHORNE EFFECT

Willis ignores 'conformist culture' within education & only focuses on one small subculture

Feminists argue that Willis ignores females in his study & suggest that his work tells us more about masculinities rather than social class

#### EVALUATION OF MARXIST APPROACHES

Postmodernists say we now live in a different type of society – education reproduces diversity, not inequality.

Marxists disagree with one another on whether pupils are indoctrinated or have free will.



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### The Marxist perspective on education (cont)

Ignores other forms of inequality – gender, ethnicity and sexuality.

Dispatches - Secret Teacher (2005)

### Educational policy and globalisation

**Selection: the tripartite system** Introduced 1944

Achieved status through own effort (not ascribed)

Supposedly based on meritocracy

Discriminated against girls

Reproduced class inequality

**Comprehensivisation** Introduced 1965

To overcome inequality of tripartite

Labour government

School catchment areas introduced rather than selection

Streaming within school – still M/C advantage

Labelling often a feature

### Educational policy and globalisation (cont)

Some LEAs retained grammar schools – Conservative areas

**Coalition government** Joint government of Conservatives and Liberal Democrats, 2010-15

Influenced by neoliberalism and the New Right –

Reduce the role of the state – free schools from 'dead hand of the state'

**Fragmented centralisation** Ball: Free schools and academies

Fragmentation: diversity of provision

Centralisation: more central government control

**Coalition policies and inequality** Some policies to attempt to decrease inequality

Free school meals for all reception, year one and year two

### Educational policy and globalisation (cont)

Pupil premium: extra money for pupils from disadvantaged background

Spending cuts: Buildings Cuts to Sure Start  
EMA abolished University fees tripled

**The privatisation of education** Privatisation – transfer of public assets (schools) to private companies.

This means education is used to make a profit.

Ball: Education services industry

Companies make more profits on these projects than other contracts.

Public-private partnerships (PPP)

Private companies involved in: Building schools, supply teachers, work-based learning, careers

**Privatisation and globalisation** Many globalised companies involved in education, e.g. Edexcel owned by Pearson.



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### Educational policy and globalisation (cont)

Educational software companies owned by media multinationals.

Also UK policies and initiatives exported.

### Cola-i-sation of schools

Indirect privatisation:

Vending machines

Branded displays

links to purchases, e.g. Tesco computers for schools (£110,000 purchases needed for one PC!)

### Features of Globalisation

Technological Development

Economic Changes

Political Changes

Cultural Developments

Migration

### Impact Of Globalisation on Education

Increased competition for Jobs meaning that schools have to change the curriculum to meet new needs.

### Educational policy and globalisation (cont)

Global ICT companies such as Apple and Google creating online resources and curriculums.

Increased multiculturalism in schools and decline of the ethnocentric curriculum

Increased competition between schools and universities for students.

Global rankings used to compare and contrast systems and raise standards.

Increased risk and safeguarding issues for schools.

### Views on Globalisation and Education

**Hyper--Globalist** Globalisation has been good for education.

**View - Ohmae**

**Marxist View - Spring** Globalisation only provides more educational opportunities to the wealthy.

### Educational policy and globalisation (cont)

**New Fordist View** Globalisation has increased competition in the job market which means governments should increase education spending.

**Neo-Liberal View** Globalisation means that governments can play a reduced role in the education system and reduce funding.

**Policies on gender** Equal opportunities policies: GIST, WISE – women into science & engineering

National Curriculum - Introduction of coursework + Equality in subjects

Impact of feminism

Higher education more open

**Policies on ethnicity** Assimilation – knowledge of British culture

Multicultural education – valuing all cultures e.g. Black History month

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### Educational policy and globalisation (cont)

Social inclusion – monitoring results, legislation, EAL.

### Criticisms of multicultural education

Underachievement may not be due to lack of self-esteem.

Critical race theorists argue that MCE stereotypes minority cultures and does not tackle institutional racism.

New Right argue MCE perpetuates cultural divisions. Education should promote a single national culture and assimilate minorities into it.

### Policies to encourage Social Inclusion

Detailed monitoring of results by ethnicity

Legal duty through Race Relations Act amendment

Help for voluntary 'Saturday schools' for minority ethnic groups

Continued funding of EAL

### BUT...

Mirza: fail to tackle structural causes

Gillborn: institutional racism must be tackled

### MARKETISATION

Introducing the market to education:

Choice

Competition

Reduction of state control

Choice for schools on who to take and for parents on where to send children.

### MARKETISATION

Introduced 1988 – Education Reform Act (ERA)

Conservative government – Thatcher (New Right)

Power to parents rather than teachers and schools - parentocracy

Power to parents rather than teachers and schools - parentocracy

2010 further steps such as academies and free schools

Favoured by New Right as makes schools raise standards to attract 'customers' in competition

### FEATURES OF MARKETISATION

Publication of exam results & Ofsted reports

Business sponsorship of schools

Open enrolment – no catchment

Funding per pupil – same for all

### MARKETISATION (cont)

Specialist schools – to widen parental choice

Can opt out of LEA – become academies

Tuition fees for HE

Parents can set up free schools

### REPRODUCTION OF INEQUALITY

Marketisation criticised by many – **Ball and Whitty**

Increased inequality due to benefit mainly to M/C.

### league table

High achieving schools can be more selective

Cream-skimming and silt-shifting

### Funding formula

Better schools: more funding and better teachers and facilities

Unpopular schools: lose income; difficult to match skills

### MYTH OF PARENTOCRACY

Marketisation reproduces and legitimates inequality.

Ball: only appears to be choice – cultural capital determines the amount.



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### MAERKETISATION (cont)

Leech and Campos: middle class can afford to move closer to better schools

Parentocracy appears to make the system fair but is a myth.

### NEW LABOUR AND INEQUALITY

Widening diversity and choice

Raising standards and addressing underachievement

Reforming the post-compulsory sector

#### Policies included:

Education Action Zones – increased funding

Aim Higher

National Literacy Strategy

EMA to support low-income students

Creation of academies where schools failing

Increased funding

**CRITICISMS OF NEW LABOUR** Cost of education: EMA to help with FE - but still fees for Higher Education

Grammar & fee paying schools: New Labour didn't abolish them

Marketisation: Maintains inequality - supported by New Labour



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