WORKBOOK FOR AQA A LEVEL SOCIOLOGY BOOK ONE

Student Workbook for Chapter 2

EDUCATION

Topic 1	Class differences in achievement (1) external factors	1
Topic 2	Class differences in achievement (2) internal factors	8
Topic 3	Ethnic differences in achievement	17
Topic 4	Gender differences in education	26
Topic 5	The role of education in society	37
Topic 6	Educational policy and inequality	46

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TOPIC 1 Class differences in achievement (1) external factors

Learning Objectives

After studying this Topic, you should:

- Be able to describe the patterns of class differences in educational achievement.
- Understand the difference between internal and external factors affecting achievement.
- Understand and be able to evaluate the role of different external factors, including cultural deprivation, material deprivation and cultural capital.

Getting Started (page 16)

Write your answers to the Getting Started activity here.

1a.

1b.

2.

3.

Explaining class differences (page 17)

1. What percentage of Britain's children attend private schools?

2. What percentage of entrants to Oxford and Cambridge come from private schools?

3. Define and give an example of:

a. Internal factors

b. External factors

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Cultural deprivation (pages 17-21)

According to cultural deprivation theorists, why do many working-class children underachieve in education? (page 17)

Using the purple headings on pages 18-20, complete the following table on the three main aspects of cultural deprivation. *If you need more space, continue on a separate sheet of paper.*

Key concepts and studies	How this affects educational achievement
Language *e.g. Bernstein; restricted code*	
Parents' education	
Working-class subculture	

Box 4 Restricted and elaborated codes: an illustration (page 19)

Write your answers to the questions in Box 4 here.

1.

2.

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Investigating parental attitudes to education (page 20)

Write your answers to the questions here.

1.

2. Strength (i)

Strength (ii)

Limitation (i)

Limitation (ii)

The myth of cultural deprivation? (pages 20-21)

State three criticisms of cultural deprivation theory.

1.

2.

3.

Activity: Discussion *A child's background can disadvantage their education* (page 21)

When you have completed your discussion for this activity:

1. Write a paragraph summarising your research and class discussion.

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2. Do you agree with the cultural deprivation explanation of class differences in achievement? Give your reasons.

Material deprivation (pages 21-23)

1. Define material deprivation.

2. Briefly explain in your own words how the following material factors may lead to underachievement. Note any relevant studies.

a. Housing

b. Diet and health

c. Financial support and the cost of education

d. Fear of debt

Box 5 Sure Start (page 22)

Write your answer to the question in Box 5 here.

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Investigating material deprivation and underachievement (page 23)

Write your answers to the questions here.

1.

2. Strength (i)

   Strength (ii)

   Limitation (i)

   Limitation (ii)

Activity: Media *Child poverty and achievement* (page 23)

Write your answers to the questions in Part C of the activity here.

1.

2.

3.

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Cultural or material factors? (page 23)	
Who views material deprivation as more important?	Who views cultural deprivation as more important?

Cultural capital (pages 23-24)

Complete the following sentences:

1. Economic capital may lead to cultural capital by...

2. Cultural capital may lead to educational capital by…

Draw a diagram here to show how economic, educational and cultural capital are interlinked.

Activity: Research *Investigating cultural capital* (page 24)

Write your answers to Parts D-G here.

D.

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E.

F.

G.

Write your summary (Part H) here.

QuickCheck Questions (page 25)

Write your answers here.

1.

2.

3.

4.

5.

6.

Now answer the Questions to try on page 25 of your textbook.

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TOPIC 2 Class differences in achievement (2) internal factors

Learning Objectives

After studying this Topic, you should:

- Understand the effect on social class differences in educational achievement of the following internal factors: labelling, the self-fulfilling prophecy, streaming, pupil identities and subcultures.
- Be able to evaluate the relative importance of internal and external factors in causing social class differences in educational achievement.

Getting Started (page 26)

Write your answers to the Getting Started activity here.

1.

2.

3.

4.

Labelling (pages 27-28)

1. Define labelling.

2. What are interactionist sociologists interested in?

3. Briefly outline Becker's study and his findings.

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Complete this table to show Hempel-Jorgensen's findings on teachers' views of the ideal pupil in a:

Working-class school	Middle-class school

Investigating teachers' expectations of pupils (page 27)

Write your answers to the questions here.

1.

2. Strength (i)

   Strength (ii)

   Limitation (i)

   Limitation (ii)

1. Summarise the effects of labelling in secondary schools as found by Dunne and Gazeley (page 28).

2. Summarise Rist's findings about labelling in primary schools (page 28).

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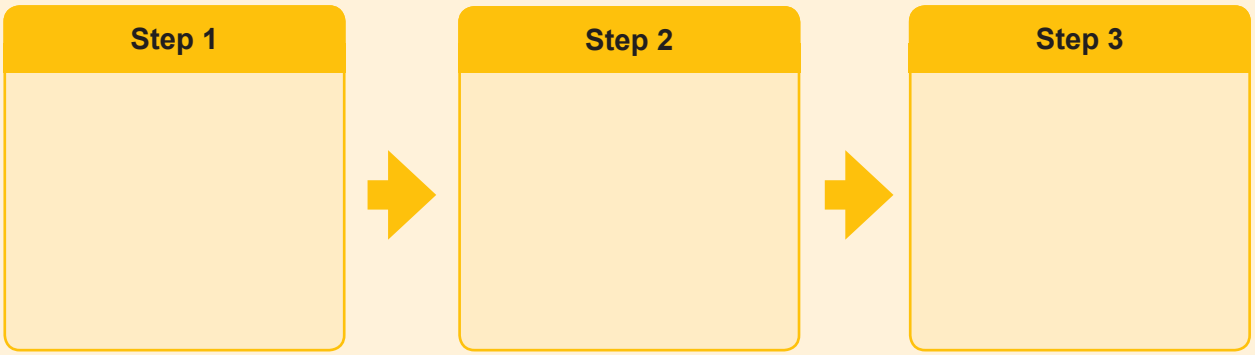
The self-fulfilling prophecy (pages 28-29)

Complete the stages of the self-fulfilling prophecy in the diagram below.



Briefly summarise Rosenthal and Jacobson's study.

Analysis and evaluation (page 28)

Write your answer here.

Streaming (pages 29-30)

1. Define streaming.

2. Which pupils are most likely to be placed in lower streams?

3. Why is it hard for pupils to move to a higher stream?

4. What evidence does Douglas give to show that streaming affects educational achievement?

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Streaming and the A-to-C economy (page 29)

1. Gillborn and Youdell looked at how teachers use stereotypes to label pupils. They also linked labelling to the league tables. What do league tables show?

2. Explain what Gillborn and Youdell mean by the A-to-C economy.

Educational triage (page 29)

1. Define triage.

2. Which three 'types' do schools categorise pupils into?

Pupil subcultures (pages 30-32)

Define the following terms:

1. Differentiation

2. Polarisation

3. Pro-school subculture

4 Anti-school subculture

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Investigating anti-school subcultures (page 31)

Write your answers to the questions here.

1.

2. Strength (i)

Strength (ii)

Limitation (i)

Limitation (ii)

Activity: Research Investigating the impact of setting and streaming (page 31)

Write your summary and the answers to the questions here.

a.

b.

c.

Write your Methods in Context summary here.

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Abolishing streaming (page 31 and Box 6, page 30)

Describe what happened at Beachside when banding was abolished.

The variety of pupil responses (page 31)

Define the following concepts used by Woods:

1. Ingratiation

2. Ritualism

3. Retreatism

4. Rebellion

Application (page 32)

Write your answer here.

State two criticisms of labelling theory (page 32).

1.

2.

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Pupils' class identities and the school (pages 32-34)

Habitus (page 32)

1. Define habitus.

2. Why does the school's habitus disadvantage working-class pupils?

Symbolic capital and symbolic violence (page 32)

1. Define the following:

a. Symbolic capital

b. Symbolic violence

2. According to Archer, how do working-class pupils view education?

'Nike' identities (page 33)

1. Why do some working-class pupils need to create a 'Nike' identity?

2. How does this create conflict with the school?

3. According to Archer, why do some working-class pupils reject the idea of higher education?

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Activity: Webquest *The habitus of higher education* (page 33)

Write your summary here.

Working-class identity and educational success (pages 33-34)

Using Callum from Ingram's study as an example (page 34), describe how there may be conflict between working class habitus and middle-class habitus.

Class identity and self-exclusion (page 34)

1. According to Evans, which universities are working-class pupils more likely to go to?

2. According to the studies discussed, what choice do working-class pupils have to make if they wish to achieve in education?

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Activity: Discussion *The relationship between internal and external factors* (page 34)

Write your summaries and conclusions here.

QuickCheck Questions (page 35)

Write your answers to the questions here.

1.

2.

3.

4.

5.

6.

7.

Now answer the Questions to try on page 35 of your textbook.

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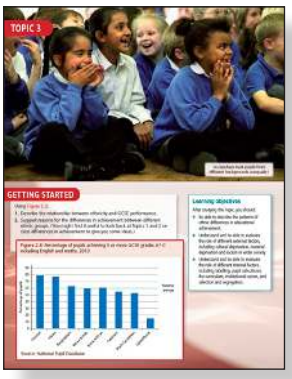
TOPIC 3 Ethnic differences in achievement

Learning Objectives



After studying this Topic, you should:

- Be able to describe the patterns of ethnic differences in educational achievement.
- Understand and be able to evaluate the role of different external factors, including cultural deprivation, material deprivation and racism in wider society.
- Understand and be able to evaluate the role of different internal factors, including labelling, pupil subcultures, the curriculum, institutional racism, and selection and segregation.

Getting Started (page 36)

Write your answers to the Getting Started activity here.

1.

2.

1. Define the term 'ethnic group'.

2. Summarise some of the class and gender differences in achievement within and between ethnic groups.

3. Define the following:

a. External factors

b. Internal factors

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External factors and ethnic differences in achievement (pages 37-41)

Cultural deprivation (pages 37-39)

Using the purple heading on pages 37-38, complete the table on the three main aspects of cultural deprivation. *If you need more space, continue on a separate piece of paper.*

Key concepts and studies	How this aspect affects educational achievement
Language / Intellectual and linguistic skills	
Attitudes and values	
Family structure and parental support	

Compare your answer to the table on page 2 of your Workbook. What similarities and differences have you found?

Activity: Webquest *The school where they speak 20 languages* (page 38)

Write your summary here.

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Activity: Discussion *Do cultural differences explain differences in achievement?* (page 39)

Write your summary here.

Note one example of compensatory education.

Give three criticisms of cultural deprivation theory.

1.

2.

3.

Material deprivation and class (page 40)

1. Define material deprivation.

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2. Give four reasons why minority ethnic group pupils are more likely to suffer material deprivation linked to housing and low income.

Analysis and evaluation (page 40)

Write your answers here.

a.

b.

Figure 2.4 (page 40)

Rank the ethnic groups in order of the likelihood of receiving free school meals, with the group most likely to receive them at the top.

Does class override ethnicity? (page 40)

What evidence is there that ethnicity may sometimes be more important than class in pupils' achievement?

Racism in wider society (page 41)

How does racism lead to social exclusion in the following areas?

1. In housing

2. In employment

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Internal factors (1) labelling, identities and responses (pages 41-45)

How does Gillborn and Mirza's study challenge cultural deprivation theory?

Using the purple headings on pages 41-43, complete the table on the three internal factors and their effect on the educational achievement of minority ethnic groups. *If you need more space, continue on a separate sheet of paper.*

Key concepts and studies	How this factor affects educational achievement
Labelling and teacher racism *e.g. Gillborn and Youdell*	
Pupil identities	
Pupil responses and subcultures	

Figure 2.5 (page 42)

Describe the patterns shown in Figure 2.5.

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Investigating racism in schools (page 44)

Write your answers to the questions here.

1.

2. Strength (i)

Strength (ii)

Limitation (i)

Limitation (ii)

Evaluation of labelling and pupil responses (page 45)

Give two criticisms of labelling theory.

1.

2.

Internal factors (2) institutional racism (pages 45-48)

Define the following:

1. Individual racism

2. Institutional racism

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Critical race theory (page 45)

According to critical race theory, racism is a 'locked-in inequality'. Explain what this means.

Summarise how the following affect ethnic differences in achievement. (Use the purple headings on pages 45-47.)

1. Marketisation and segregation

2. The ethnocentric curriculum

3. Assessment

4. Access to opportunities

5. The 'new IQism'

Analysis and evaluation (pages 46-47)

Write your answer here.

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Criticisms of Gillborn (pages 47-48)

1. How does Sewell criticise Gillborn's view?

2. How has the achievement of model minorities been used to criticise Gillborn?

3. In Gillborn's view, how do model minorities conceal institutional racism?

Ethnicity, class and gender (page 48)

1. What does Connolly mean by an 'interactions effect'?

2. Give one or more examples of how the interactions effect affects ethnic differences in achievement.

Activity: Webquest *Do schools disadvantage minority ethnic pupils?* (page 48)

Write your answers here.

A.

B.

C.

D.

E.

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QuickCheck Questions (page 49)

Write your answers to the questions here.

1.

2.

3.

4.

5.

6.

Now answer the Questions to try on page 49 of your textbook.

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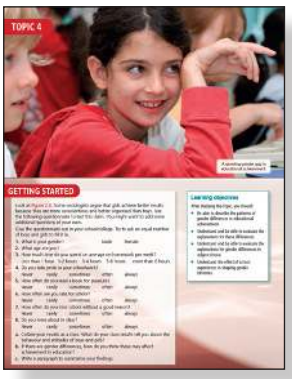
TOPIC 4 Gender differences in education

Learning Objectives



After studying this Topic, you should:

- Be able to describe the patterns of gender differences in educational achievement.
- Understand and be able to evaluate the explanations for these differences.
- Understand and be able to evaluate the explanations for gender differences in subject choice.
- Understand the effect of school experiences in shaping gender identities.

Getting Started (page 50)

When you have collected in the completed questionnaires and analysed the responses, write your answers to parts a, b and c of the Getting Started activity here.

a.

b.

c.

The gender gap in achievement (page 51)

What are the differences in achievement between girls and boys at the following stages of education:

1. On starting school?

2. At key stages 1 to 3?

3. At GCSE?

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4. At AS and A-level?

5. On vocational courses?

External factors and gender differences in achievement (pages 52-53)

Summarise the effect of the following external factors on gender differences in achievement. (Use the headings on pages 52-53.)

1. The impact of feminism

2. Changes in the family

3. Changes in women's employment

4. Girls' changing ambitions

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Activity: Research *Investigating pupils' aspirations* (page 53)

Write your summary here.

Write your Methods in Context summary here.

Internal factors and gender differences in achievement (pages 53-55)

Summarise the effect of the following internal factors on gender differences in achievement. (Use the blue headings on pages 53-55.)

1. Equal opportunities policies

2. Positive role models in school

3. GCSE and coursework

4. Teacher attention

5. Challenging stereotypes in the curriculum

6. Selection and league tables

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Table 2B Percentage of teachers and head teachers who are women, 1992 and 2012 (page 54)

Write your answers to the questions here.

1.

2.

Two views of girls' achievement (page 55)

1. How do liberal feminists see gender differences in educational achievement?

2. State four ways in which radical feminists say school remains patriarchal.

a.

b.

c.

d.

Identity, class and girls' achievement (pages 55-56)

Define 'symbolic capital' and explain how it affects the educational achievement of working-class girls.

1. Briefly explain how the following strategies used by working-class girls negatively affected their education:

a. Hyper-heterosexual feminine identities

b. Boyfriends

c. Being 'loud'

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2. What is the working-class girls' dilemma and how did some of them cope with it?

'Successful' working-class girls (page 56)

1. Explain why working-class girls who are successful are more likely to choose a university nearer home.

2. How might this affect their future careers?

Boys and achievement (pages 57-59)

Summarise the possible effects of the following factors on boys' achievement.
(Use the blue headings on pages 57-59.)

1. Boys and literacy

2. Globalisation and the decline of traditional men's jobs

3. Feminisation of education

4. Shortage of male primary school teachers

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Are more male teachers really needed? (page 58)

1. Explain the difference between a disciplinarian and a liberal discourse.

2. Why does Read conclude that more male teachers are not needed to improve boys' achievement?

'Laddish' subcultures (page 58)

Why might working-class boys form 'laddish' subcultures?

The moral panic about boys (page 58)

In what ways may the moral panic about boys have led to the neglect of girls' needs?

Activity: Discussion *Is the education system biased in favour of boys?* (page 59)

Write your summary here.

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Gender, class and ethnicity (page 59)

1. How much greater is the class gap in achievement than the gender gap at GCSE?

2. Summarise the link between achievement and gender, class and ethnicity.

Gender and subject choice (pages 59-62)

Summarise the gender differences in subject choice for the following:

1. National curriculum options

2. AS and A levels

3. Vocational courses

Summarise the following explanations of gender differences in subject choice.
(Use the blue headings on pages 60-62.)

1. Gender role socialisation

2. Gendered subject images

3. Gender identity and peer pressure

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4. Gendered career opportunities

Investigating gender and subject choice (page 61)

Write your answers to the questions here.

1.

2. Strength (i)

Strength (ii)

Limitation (i)

Limitation (ii)

Application (page 61)

Write your answers here.

Gender, vocational choice and class (page 62)

Suggest two reasons why working-class girls may choose vocational courses in subjects such as hair and beauty.

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Activity: Research *Gender and subject choice* (page 62)

Write your summary here.

Pupils' sexual and gender identities (pages 62-64)

Summarise the following ways in which pupils' experiences in school reinforce gender and sexual identities. (Use the blue headings on pages 62-64.)

1. Double standards

2. Verbal abuse

3. The male gaze

4. Male peer groups

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5. Female peer groups: policing identity

6. Teachers and discipline

Investigating how schooling reinforces gender identities (page 63)

Write your answers to the questions here.

1.

2. Strength (i)

Strength (ii)

Limitation (i)

Limitation (ii)

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QuickCheck Questions (page 65)

Write your answers to the questions here.

1.

2.

3.

4.

5.

6.

Now answer the Questions to try on page 65 of your textbook.

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TOPIC 5 The role of education in society

Learning Objectives

After studying this Topic, you should:

- Know the functions of education that functionalists identify.
- Understand the neoliberal and New Right views of the role of the market in education.
- Understand different Marxist views of the role of education, particularly the reproduction and legitimation of class inequality.
- Be able to evaluate the functionalist, neoliberal and New Right, and Marxist views of education.

Getting Started (page 66)

Write your answers to the Getting Started activity here.

1.

2.

The functionalist perspective on education (pages 67-68)

1. Explain what functionalists mean by 'value consensus'.

2. What do functionalists aim to explain when studying education?

Durkheim: solidarity and skills (page 67)

1. Explain how education helps to create social solidarity.

2. How does school resemble a 'society in miniature'?

3. According to Durkheim, why does education need to teach specialist skills?

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Parsons: meritocracy (pages 67-68)

1. What are particularistic standards?

2. How does education act as a bridge between the family and wider society?

3. What is a meritocracy?

Davis and Moore: role allocation (page 68)

1. According to Davis and Moore, why is it important for role allocation to be meritocratic?

2. How does education achieve this?

3. What is human capital?

Investigating meritocracy in education (page 68)

Write your answers to the questions here.

1.

2. Strength (i)

   Strength (ii)

   Limitation (i)

   Limitation (ii)

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Evaluation of the functionalist perspective (page 68)

State four criticisms of the functionalist perspective.

1.

2.

3.

4.

Neoliberalism and the New Right perspective on education (pages 69-70)

1. State two characteristics of neoliberalism.

a.

b.

2. For neoliberals, what is the value of education?

The New Right (page 69)

1. State three similarities between the New Right and functionalist views.

2. Identify one key difference between functionalism and the New Right.

3. According to the New Right, what is the solution to the problems of state education?

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Chubb and Moe: consumer choice (page 69)

Briefly outline Chubb and Moe's proposed system for education.

Analysis and evaluation (page 69)

Write your answer here.

Two roles for the state (page 70)

According to the New Right, what are the two roles for the state in education?

1.

2.

Evaluation of the New Right perspective (page 70)

State four criticisms of the New Right perspective.

1.

2.

3.

4.

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Activity: Discussion *Does introducing the market into education benefit everyone?* (page 70)

Write your summary here.

The Marxist perspective on education (pages 70-74)

1. Define the following:

a. The capitalist class

b. The working class

2. What do Marxists see as the main function of education?

Althusser: the ideological state apparatus (pages 70-71)

1. Define the following:

a. Ideological state apparatus

b. Repressive state apparatus

2. According to Althusser, which two functions does education perform?

Bowles and Gintis: schooling in capitalist America (pages 71-72)

1. According to Bowles and Gintis, what is the role of the education system?

2. Outline the findings of their study.

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3. Give three examples of the correspondence principle.

4. Explain what Bowles and Gintis mean by the 'myth of meritocracy'.

Investigating the reproduction of class inequality (page 71)

Write your answers to the questions here.

1.

2. Strength (i)

Strength (ii)

Limitation (i)

Limitation (ii)

Application (page 71)

Write your answer here.

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Activity: Media *Fordism and the correspondence principle* (page 72)

Write your answers to the questions here.

1.

2.

3.

4.

5.

6.

Write your summary here.

Willis: learning to labour (page 72)

1. What are the characteristics of the lads' counter-culture?

2. What are the similarities between the counter-culture and shopfloor culture?

3. How does the counter-culture prepare the lads for the work that capitalism needs someone to perform?

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Box 9 Post-Fordism and postmodernism (page 74)

Write your answers to the questions here.

1.

2.

Activity: Discussion *Which side are you on?* (page 74)

Write your summary here.

QuickCheck Questions (page 75)

Write your answers to the questions here.

1.

2.

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3.

4.

5.

6.

7.

8.

Now answer the Questions to try on page 75 of your textbook.

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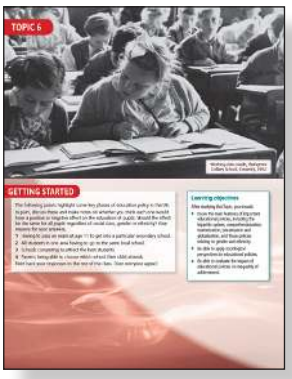
TOPIC 6 Educational policy and inequality

Learning Objectives



After studying this Topic, you should:

- Know the main features of important educational policies, including the tripartite system, comprehensivisation, marketisation, privatisation and globalisation, and policies relating to gender and ethnicity.
- Be able to apply sociological perspectives to educational policies.
- Be able to evaluate the impact of educational policies on inequality of achievement.

Getting Started (page 76)

Write your answers to the Getting Started activity here.

1.

2.

3.

4.

Educational policy in Britain before 1988 (pages 77-78)

1. Briefly describe the main features of the tripartite system.

2. Briefly describe the main features of the comprehensive school system.

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Two theories of the role of comprehensives (page 78)

Complete the table to show the differences between Marxist and functionalist views of the role of comprehensive schools.

Marxist view	Functionalist view

Marketisation (pages 78-81)

1. Define marketisation.

2. Which sociological perspectives favour marketisation?

3. What is parentocracy and how do those who favour it say it benefits education?

4. Define the following:

a. Cream-skimming

b. Silt-shifting

5. How do league tables enable these two processes to take place?

6. What is the impact of the funding formula on differences between schools?

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Activity: Webquest *Marketisation and selection* (page 79)

Write your summary here.

Gewirtz: parental choice (pages 79-80)

Describe the characteristics of the following types of parents identified by Gewirtz:

a. Privileged-skilled choosers

b. Disconnected-local choosers

c. Semi-skilled choosers

Analysis and evaluation (page 79)

Write your answer here.

The myth of parentocracy (page 80)

Explain why Ball argues that parentocracy is a myth.

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Application (page 80)

Write your answer here.

1.

2.

New Labour and inequality (page 80)

1. List the New Labour policies aimed at reducing inequality.

2. What is the 'New Labour paradox'?

Investigating how middle-class parents 'play the system' (page 80)

Write your answers to the questions here.

1.

2. Strength (i)

Strength (ii)

Limitation (i)

Limitation (ii)

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Activity: Webquest *New Labour and educational inequality* (page 81)

Write your summary here.

Conservative government policies from 2010 (pages 81-82)

1. Give a brief outline of the following policies:

a. Academies

b. Free schools

2. What criticisms have been made of free schools?

Analysis and evaluation (page 81)

Write your answer here.

Fragmented centralisation (page 82)

Define the following:

a. Fragmentation

b. Centralisation

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Conservative government policies and inequality (page 82)

1. What criticism has been made of the Pupil Premium?

2. What government policies may have reduced opportunities for working-class pupils?

The privatisation of education (pages 82-84)

Activity: Media *Sponsored academies - a public-private partnership* (page 82)

Write your summaries here.

Summarise the following aspects of privatisation (pages 82-83):

1. Blurring the public/private boundary

2. Privatisation and the globalisation of education policy

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3. The cola-isation of schools

4. Education as a commodity

Activity: Webquest *Should education be privatised?* (page 83)

Write your conclusion here.

Box 10 Neoliberalism and privatisation (page 83)

Explain the difference between the two types of marketisation described in Box 10.

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Policies on gender and ethnicity (page 84)

1. Go to Topic 4: Gender differences in education and list some of the policies relating to gender.

2. Summarise the following policies linked to children from minority ethnic groups:

a. Assimilation policies

b. Multicultural education

c. Social inclusion

QuickCheck Questions (page 85)

Write your answers to the questions here.

1.

2.

3

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4.

5.

6.

7.

8.

Now answer the Questions to try on page 85 of your textbook.

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