

## Key Ideas

## Educational Achievement

### Patterns and Inequalities (UK trends)

- Class: upper / middle achieve more (all levels)
- Gender: Females achieve more (up to A-level)
- Ethnicity: Whites, Asians achieve more (all levels)
- Afro-Caribbean females achieve more than Working class males
- Region: Affluent areas achieve more / inner cities achieve least
- Life Chances (Weber)
- Relationship between educational achievement and work (by class, gender, ethnic group). Social networks (especially upper / middle class)
- University entrance (upper / middle class dominated)
- Public schools and Oxbridge entrance
- Cultural Capital (family, education, wealth, etc.).
- Meritocracy and equality opportunity (Davis and Moore thesis)
- Correspondence Theory (Reproduction of inequalities)
- IQ (genetic basis of intelligence?): Problems of definition / measurement.
- Academic / Vocational divide
- Education for adult life or Training for work?

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### Theories and Explanations: Non-school factors

- Material:
  - ✓ Material deprivation (Poverty, Income, Employment, Diet, etc.)
  - ✓ Employment opportunities
- Cultural:
  - Cultural deprivation (and compensatory education: Halsey)
  - Cultural difference
  - Cultural Capital (Bourdieu)
  - Language (Bernstein)
  - Positional theory (Boudon, Banks)
  - Family (parental attitudes - class, gender and ethnicity: Douglas)
  - Primary socialisation (especially related to single-parent families / males / females)
  - Perceptions of employment opportunities
  - Patriarchal ideologies and relationships
  - Racism / Sexism

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### School factors

- Material: School (region, condition)
- Cultural:
  - Labelling theory / self-fulfilling prophecy
  - Streaming / Banding / Setting
  - Class, gender, ethnic background
  - Formal Curriculum (middle class knowledge)
  - Hidden curriculum
  - Anti-school subcultures (Male: Willis / Female: Lees)
  - Language and textbooks (anti-female / black bias)
  - Gender relationships (teacher -pupil / pupil-pupil)
  - Gendered curriculum (patriarchal)
  - Teacher expectations, attitudes and behaviour (Nash)
  - Single / Dual sex schooling
  - Examination and skill changes (GCSE, A-level, Coursework)
  - Changing attitudes to / expectations of work (males and females)

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