

ITEM A

Although Marxist sociologists essentially agree with functionalists that the education system teaches people norms and values and sifts and sort them into their future roles, they argue that the education system does not work in everyone's interests but instead supports capitalism and the interests of the ruling class.

Applying material from **Item A**, analyse two ways in which the education system can be said to support capitalism. (10 marks).

ITEM A

Statistics about ethnicity and educational achievement are not a simple case of children from the majority white population performing better than those from minority ethnic groups, but actually different minority ethnic groups perform very differently. While some groups, like children from Chinese or Indian backgrounds often achieve very well (and, on average, much better than children from white British backgrounds) others, such as those from Pakistani and African-Caribbean backgrounds underachieve.

Applying material from Item A, analyse **two** reasons why some minority ethnic groups achieve higher results in education than others. (10 marks)

ITEM A

Comprehensive schools were introduced to replace the selective system that had existed and the way in which a majority of pupils were labeled as failures by the test that was taken to decide which school you went to at 11.

Setting and streaming takes place in modern comprehensive schools, where children are taught in groups of similar ability, rather than all being taught together.

Applying material from Item A, analyse two criticisms of setting and streaming in school. (10 marks)

ITEM A

Globalisation refers to the idea that in recent decades the world has become more interconnected; the idea of a "global village". We now know much more about what happens in other countries.

UK governments are concerned about ensuring that the UK's economy is competitive and that school-leavers are equipped for the modern workplace.

Applying material from **Item A**, analyse two ways in which globalisation has affected education policy. (10 marks)

ITEM A

Statistics are very clear: pupils from low-income backgrounds on average are much less likely to achieve well at school than those from middle-class households. Not all sociologists agree that it is the money that makes the difference, however.

Instead, they suggest that certain attitudes and skills make the difference between success and failure in education.

Applying material from Item A, analyse two cultural factors that influence differential educational achievement by social class.

ITEM A

Labelling theory is an interactionist theory so they do not argue that the effects of labelling are inevitable: pupils can respond to a label – positive or negative - in a number of ways.

As well as affecting the student, labelling can also affect how the teacher views and interacts with the pupil in the future.

Applying material from Item A, analyse two effects of teacher labelling.

ITEM A

Functionalist sociologists argue that the education system teaches people the norms and values of society and also helps to ensure people are sorted into their future social roles.

Feminists argue that education does not perform these tasks for the good of all society, but instead in the interests of men and maintaining a male-dominated society.

Applying material from Item A, analyse two ways in which education could be said to support patriarchy.

ITEM A

The idea of a market is that customers are able to choose products they want and those selling the products try and attract the customers, for example by improving their product.

For education to work in this way, schools need to be able to be compared and parents need that information so they can make a meaningful choice.

Applying material from Item A, analyse two ways in which educational policies have sought to create a market in the education system.

ITEM A

In general, middle-class pupils achieve better examination results than working-class pupils, many of whom are in receipt of free school meals. According to Feinstein, as early as 22 months, working-class children are already lagging behind middle-class children in their intellectual development. Many of these children have parents who also underachieved at school.

Applying material from Item A, analyse two factors outside schools that contribute to working-class underachievement.

ITEM A

There are important differences in the experiences of different ethnic groups in the education system, for example in terms of examination entries and allocation of sets or streams. Similarly, studies show that teachers may be quicker to discipline pupils from certain ethnic groups for apparent misbehaviour. These differences can lead to educational failure for some groups.

Applying material from Item A, analyse two factors inside schools that lead to ethnic differences in educational achievement.

ITEM A

Although achievement levels for both sexes have risen, boys' examination performance has fallen behind that of girls since the 1980s. At the same time, there have been a number of major changes in wider society. These include the decline of traditional jobs in manufacturing industries, a big increase in divorce and more women in paid employment.

Applying material from Item A, analyse two reasons for boys' underachievement compared with girls.