

SOCIO PAPER 3 COMPLETE CAIE REVISION

EDUCATION

FEMINIST SOCIOLOGISTS

Francis - even though there's equality girls still face biasness in subjects females are persuaded to take social sciences while men take on engineering subjects. + many males want education but hide it to maintain masculinity underlines how underachievement isn't simply due to lack of opportunity.

Connel - even though girls have better grades they are still treated badly in jobs. Like paid less. Don't get leadership positions.

Firestone - biological factors make some weak mental advantage (pregnancy/ menstruation)

Stanworth - a level girls are paid less attention to and more attention is paid to boys names. Underestimate girls + gendered expectations in schools

Oakley - Primary/Secondary 4 methods Manipulation canalisation verbal appellation activity exposure + hidden curriculum biased. + dual system sex and gender

Wright - studied primary schools teacher treat ethnic minority kids different. Asian students - passive or quiet so ignored + Black students labeled as disruptive. + Asian girls form a separate subculture and use it to study and get better in exams

Sharpe - 1970s girls wanted marriage husband house 1990s girls want education and career independence.

Mcrobbie - media promotes independent career focused women girls have positive role models. Earlier women were portrayed as house wives, mothers, dependents, prostitutes etc now women are portrayed as independent career focused, powerful and successful.

.....

Davis & Moore - role allocation pupils are judged based on their grades and results determines whether they get high jobs or low jobs later so merit based + education role allocates people to jobs through meritocracy.

Bowles & Gintis - Hidden curriculum teaches obedience and enforces cultural inequality + correspondence principle (mirrored workspace of school and jobs) + taught different things UC leadership and decision making WC follow orders lower level jobs.

Althusser - ISA state maintains control so schools teach the dominant ideology of obedience and acceptance of authority of upper class. Prepares children for capitalist society. + false consciousness

Parsons - Secondary socialization + bridge between family and society. Education teaches universalists views compared to family's paternalistic views. + Also education is merit based and based on individual achievement (exams and tests)

Durkheim - Social Solidarity & collective conscience + education is a minor society + education needed to enforce social cohesion and ensure there are no anomalies + teaches norms and values of society. + creates a skilled workforce promotes cooperation benefiting both individuals and society

Willis - learning to labour (book) + WC boys form anti school subculture the lads + they reject school values however still end up in working class jobs + acceptance of limited opportunities + boys reject academic success to maintain a masculine reputation in school too peer pressure present. CA critics say his sample is too small ignored other subcultures/gender as in female students

Sewell - Underachievement linked to peer pressure and lack of discipline culture attitudes matter more than class as education's thought of as weak and feminine masculine ideas. Black Boys mainly influenced by peer pressure + Sewell found that schools celebrate characteristics more closely associated with girls such as being attentive in class.

Mitsos and Browne - argued that girls achieve more highly because they are more disciplined and organised, whereas boys are more likely to display disruptive or "laddish" behaviour in school.

Social Democracy view - state intervention ensures free education so more equality reduces inequality increase access (libraries schools) +(also in some countries children have to receive an education until the age of 18.)

Bourdieu - Cultural Capital (MC students have more knowledge and skills cause they have more resources which is valued by schools. While WC lack cultural capital don't have the same resources so are not as knowledgeable and found lacking.) so meritocracy not present. In MC it's thought of as natural ability + IQ MC better resources and tuitions compared to WC who has less resources so they have less preparation. + Habitus + Symbolic violence WC pupils accept violence as their own fault. + limited mobility as curriculum reflects middle class culture

Feinstein - children from educated families perform better because cultural capital is before schooling + can reduce development gaps. Supports the idea that early help improves outcomes. Not seen in WC cause they don't care about education. STUDY — LONGITUDINAL STUDY found that by age 3 children of poorer families are already behind in education and language plus thinking skills suggest early socialization is not just money.

Marx - education benefits bourgeoisie side + reinforced class inequality + school socialize working class to accept their subordinate roles + ruling class ideology transmitted + false consciousness + meritocracy is a myth

Bernstein - language barrier/ literate and illiterate + restrictive code (easy language) middle class and elaborate code (hard language) of upper class + education is biased toward middle class language may underestimate a working classes students true ability.

Vygotsky - intelligence develops through social interaction (children with more support and resources achieve higher comparitciely to children with low support) learning is also contextual not only inherited).

Gardner - IQ only reflect academic skills not others. But intelligence is multicultural and multifaceted + Multiple intelligence theory

Jensen - Claimed ~80% of IQ is genetic (heritability) + Distinguished between: Level I intelligence (basic learning) and Level II intelligence (abstract thinking – tested in schools) also Argued education has limited impact on intelligence + He also claimed intelligence is racially based black students are less smarter than white students.

In IQ factors basically supporting IQ is idea that it's something you have from birth however Intelligence is the ability to think, understand, solve problems, and use knowledge effectively. And Knowledge is the information, facts, and skills a person has learned. Which shows how intelligence is based on knowledge which is received through education right so that totally criticizes

Jensens statement that IQ is 80% inherited and education has a limited impact on intelligence right

Burt - Burt's twin studies suggest intelligence is inherited (genetic influence) as the had similar IQs even when separated; however, his research has been criticised for possible data fabrication, weakening the reliability of biological explanations. + Bert also focused on intelligence as a key factor in learning. He suggested that children's mental abilities, like thinking, reasoning, and understanding, directly influence their school results. Bert thought that teaching methods should consider students' intelligence levels because not every child learns in the same way or at the same speed. (Example YouTube vids twins test they perform the same actions and choices are extremely similar. CA Johnson & Fletcher - said media framed Burt as a fraud.

Johnson & Fletcher - Johnson and Fletcher studied how intelligence affects educational achievement but added that the environment also matters. They said that while natural intelligence plays a big role in success, factors like family support, school quality, and motivation can help students reach their potential. So, intelligence gives a starting point, but opportunities and encouragement also affect results.

Eysenck - intelligence is biologically based. Linked to nervous system and efficiency. The faster the neural networks process the higher the IQ. + IQ is stable overtime and largely inherited + IQ predicts academic success and job performance its objective.

Spearman - developed G factor (general intelligence) using factor analysis found that ppl who did well in one cognitive test did well in the others so IQ tests can provide valid and objective measurement of overall intelligence + all abilities (math reading reasoning) come from core intelligence.

Fox and Tiger — boys have a higher IQ than girls which is why they tend to gravitate towards technical subjects. CA Intelligence doesn't affect attainment.

Hargreaves - Education encourages a shared culture and reduces cultural differences + shared identity + cultural belonging. + Labelling is based on behavior and class not just ethnicity WC white pupils are also labeled badly. + schools adapt curriculum to pupils needs. Curriculum is dynamic + not all pupils form subcultures (Becker labeling theory of black guys)

Halsey - education provided qualifications for high paying jobs plays a role in matching skill to employment. + later criticizes the earlier fact and says state intervention is needed without which inequality increases as it limits life chances for working class students + class inequalities persist despite educational reforms.

Saunders - Society is increasingly meritocratic class having less influence than the past based on mainly individual effort and not structural inequality those who succeed deserved the outcomes. + modern education allows individuals to to succeed through qualifications

Douglas - parental interest affects educational success + WC parents are less likely to read with children and less interested in schooling + seen as cultural and class difference in values. Low parental support = low motivation and achievement

Howard - Hidden costs of schooling (course books backpacks uniforms + miss out if trips or extra curricular activities. + financial stress long working hours + material deprivation and limits parental involvement so lower achievement.

Ball - What counts as intelligence is institutionally decided. Based on school exams and practices rather than entire ability. + Criticized marketisation for increasing inequality.

Fuller - Studied black girls in school found that they rejected negative labels. Worked hard independently. Labelling doesn't always lead to failure (against Becker)

Mirza - Black girls succeed by avoiding conflict and working independently shows gender differences within ethnicity. CA - Lads subculture by Willis black boys also Sewell + work hard cause teacher conflict. + They distrusted teachers avoided relying on them. Developed own subcultures strategies to succeed. Students are active not passive.

Murray - Argued that underachievement is due to low intelligence poor values and attitudes also strong welfare dependency creates a cycle of low achievement. Inequality seen as inevitable. + argues intelligence determines attainment.

Thatcher - Introduced marketisation ideas into education. + Competition between schools would improve standards. Parents should have more choice over which school their children attend. Schools should be more accountable for performance. + Thatcher introduced marketisation into education by encouraging competition, parental choice, and school accountability through policies such as league tables and open enrolment.

Department of Education UK - shows ethnic differences persist across social classes

.....

EXPERIMENTS & CASE STUDIES

Rosenthal & Jacobson - self fulfilling prophecy experiment where they told teachers that random students are really intelligent are spurters so teachers started treating them differently. Causing their grades to increase. treatment of students matter.

Becker - 60 teachers interviewed found that the teachers judge pupils based on their social class and the idealized pupil was the middle class. He interviews councilors too who also preferred the middle class resulted in educational underachievement of working class. + self fulfilling prophecy.

Feinstein — Longitudinal studies. found that by age 3 children of poorer families are already behind in education and language plus thinking skills suggest early socialization is not just money.

Cyril Burt- Followed 50 identical twins raised apart and found high IQ correlation (0.7-0.8) so Intelligence is genetic. Later found out that his findings were criticized for possible data fabrication. + His 1940's study on 40,000 families in London, found that intelligence has a genetic component which affects attainment

Arthur & Jenson: Research Paper- How Much Can We Boost IQ And Scholastic Achievement? he believed in Burt's principles, racial diversion (Black less intelligent and White more) also he himself stated that Black students are less clever than white students.

Charles Murray- Book called "The Bell Curve" said most have avg intelligence and the 2 ends are extremely intelligent or really not

Wright - (above)

.....

ACTS

Race Relations Amendments Act 2001 - Set to look after ethnic minority students + programs such as (WIS) and (GIST) were created so girls would choose more masculine subjects physics and maths + caused improvement in the educational world

Educational Reform Act 1988 - This act took place in the UK where the government made sure that all schools followed the same national curriculum + cause equal opportunity + gave any person the ability to learn equal stuff no matter class + Trying to form a meritocratic society.

Comprehensive Schooling System - labour govt sought to bring a more equal system due to the problems of the tripartite system + so this schooling was in which all subjects were to be taught in all schools and they were to be free + aim to create an equal education system + By 1988 most schools in the UK taught in this system.