

4.1 Theories about the Role of Education

◆ Functionalist View

- Education maintains **value consensus** and **social solidarity** (Durkheim).
- Acts as **secondary socialization** & **role allocation** (Davis & Moore).
- **Meritocracy**: rewards based on ability and effort.

◆ Marxist View

- Education **maintains capitalism** & reinforces class inequality.
- **Bowles & Gintis**: Correspondence Principle – school mirrors workplace.
- **Althusser**: Education as an **Ideological State Apparatus (ISA)**.
- **Bourdieu**: Cultural reproduction favors the ruling class.

◆ New Right View

- Education should **prepare for employment**, focus on competition & standards.
- Supports **marketization** (parental choice, school rankings).

◆ Social Democratic View

- Education should promote **equality of opportunity** & economic development.
- Invest in comprehensive education to improve skills & reduce inequality.

4.2 Education and Social Mobility

◆ Meritocracy & Equal Opportunity

- **Functionalists**: Social mobility is possible through merit.
- **Davis & Moore**: Education rewards the most talented.

◆ Marxist Critique

- **Bourdieu**: Cultural capital keeps the elite in power.
- **Bowles & Gintis**: Education legitimizes class inequality.

◆ Impact on Life Chances

- Higher education = better job prospects.
- **Marketization** (New Right) creates inequalities.

◆ Social Mobility Trends

- **Middle class advantages**: tutoring, better schools.
- **Faith schools** & selection = barriers for the working class.

4.3 Influences on the Curriculum

◆ Social Construction of Knowledge

- **Marxists:** Education reflects ruling class ideology.
- **Functionalists:** Education meets workforce needs.

◆ Factors Affecting Curriculum

- **Economic Demands:** Produces workers for capitalism.
- **Gender Bias:** Boys & girls steered into different subjects.
- **Ethnocentric Curriculum:** Favors majority culture, ignores minorities.

◆ Hidden Curriculum

- **Teaches obedience & hierarchy** (Althusser, Bourdieu).
- **Gendered expectations** affect career choices.

◆ Cultural Capital (Bourdieu)

- Middle-class children **naturally fit** into academic culture.

4.4 Intelligence and Educational Attainment

◆ Defining Intelligence

- **Gardner:** Multiple intelligences (linguistic, logical, musical, emotional, etc.).
- **IQ Tests:** Criticized as biased toward middle-class knowledge.

◆ IQ and Social Factors

- Intelligence isn't purely **innate**; social & cultural exposure matters.
- **Kaplan:** IQ scores depend on **education & background**.

◆ Impact on Achievement

- **Saunders:** Intelligence differs across social classes.
- **Murayama:** IQ affects early learning but motivation is key later.

4.5 Social Class and Educational Attainment

◆ Material Deprivation

- **Poverty** leads to poor diet, lack of study space, and health issues.

◆ Cultural Deprivation

- **Bernstein:** Speech codes (restricted vs. elaborated).
- **Deferred Gratification:** Middle-class students plan for long-term success.

◆ Labelling & Self-Fulfilling Prophecy

- **Teachers stereotype** working-class students as low achievers.
- **Streaming & Setting** reinforce class divides.

◆ Subcultures & Resistance

- **Willis:** 'Lads' reject school values (anti-school subcultures).

4.6 Ethnicity and Educational Attainment

◆ Institutional Racism

- **Gillborn:** Curriculum favors white students.
- **Hidden Curriculum** excludes minority cultures.

◆ Cultural Explanations

- **Sewell:** Peer pressure & single-parent households affect Black students.
- **Chua:** Tiger parenting in Asian families boosts achievement.

◆ Labelling & Teacher Bias

- **Figueroa:** Ethnic minority students put in lower sets.
- **Self-fulfilling prophecy:** Low expectations → low achievement.

◆ Subcultures & Resistance

- **Sewell:** Passive acceptors, active resisters.
- **Shain:** Asian girls' subcultures vary (pro-school vs. anti-school).

4.7 Gender and Educational Attainment

◆ Changing Female Expectations

- **Sue Sharpe:** 1970s girls focused on marriage; 1990s on careers.
- More female role models & **feminisation of education**.

◆ Male Underachievement

- **Francis & Skelton:** Boys seen as disruptive, get less teacher support.
- **Crisis of Masculinity:** Loss of manual jobs → low motivation.

◆ Gendered Curriculum

- **Stereotypes in subject choice** (STEM = male, humanities = female).
- **Laddish Subcultures:** Boys reject academic effort to maintain status.

◆ Teacher Expectations & Labelling

- **Swann & Graddol:** Teachers see girls as hardworking, boys as lazy.
- **Self-fulfilling prophecy** reinforces gender gaps.