

# sample resources

# Sociology

## AS SOCIOLOGY EDUCATION



*Examples of questions in each mark band:*

### **2 MARKS**

- ❖ Explain what is meant by "deferred gratification"
- ❖ Explain what is meant by "streaming"
- ❖ Explain what is meant by the "hidden curriculum"
- ❖ Explain what is meant by 'meritocracy'
- ❖ Explain briefly what is meant by the "reproduction" of class inequality
- ❖ Explain what is meant by the "self-fulfilling prophecy"
- ❖ Explain what is meant by "material deprivation"

### **4 MARKS**

- ❖ Suggest **two** "class-linked material factors external to the school" that may affect pupils' attainment levels
- ❖ Suggest **two** other functions of the education system apart from the one mentioned in Item B
- ❖ Suggest **two** ways in which interactions between pupils and teachers may affect attainment apart from those mentioned in Item A
- ❖ Give **two** examples of the ways in which the school curriculum may be seen as ethnocentric
- ❖ Identify **two** reasons why some parents are better able than others to choose which school their child attends
- ❖ Identify **two** other factors or processes within schools....that negatively affect working class pupils' achievement
- ❖ Suggest **two** reasons why many working class parents may fail to attend parents' evenings, apart from lack of interest

### **6 MARKS**

- ❖ Suggest **three** ways in which schools act as agencies of socialisation
- ❖ Suggest **three** criticisms of cultural deprivation theory as an explanation of educational under-achievement
- ❖ Suggest **three** other educational policies that may have affected educational attainment

- ❖ Suggest **three** examples of ways in which pupils' experiences of schooling help shape their identities
- ❖ Suggest **three** functions that education may perform
- ❖ Suggest **three** "material factors" that may be responsible for working class under-achievement in education
- ❖ Identify **three** policies that government or educational bodies have introduced to overcome children's cultural deprivation

## **8 MARKS**

- ❖ Identify and briefly describe **two** factors or processes within the school system that may influence working class pupils' levels of achievement
- ❖ Identify and briefly describe **two** reasons why a school's position in examination 'league tables' may be an unsatisfactory measure of its worth or effectiveness
- ❖ Identify **two** features of working class culture that might affect educational achievement..., and briefly explain how each of these may have an effect
- ❖ Identify and briefly explain **two** reasons why females in general are now achieving better GCSE grades than males
- ❖ Identify **two** educational policies....that may have affected differences in educational achievement, and briefly describe how each policy has done this
- ❖ Identify and briefly explain **two** "cultural differences between the classes" that may explain class differences in achievement
- ❖ Identify and briefly explain **two** reasons why girls are "now generally out-performing boys at all levels of schooling

## **20 MARKS (a)**

- ❖ Examine the Marxist view that the role of the education system is to reproduce and justify the existing class structure
- ❖ Explain how the hidden curriculum and processes within schools help to produce inequalities between children of different social classes
- ❖ Examine the ways in which processes within schools can affect the behaviour and attainment of pupils of different social classes and ethnic backgrounds
- ❖ Examine the ways in which factors in pupils' home background may affect their educational attainment
- ❖ Examine the reasons for differences in educational achievement between different ethnic groups
- ❖ Examine the ways in which educational policies may reproduce and justify social class inequalities
- ❖ Examine the role of processes in schools in producing different educational achievement among pupils from different social groups

## 20 MARKS (b)

- ❖ Using material from **Item B** and elsewhere, assess the functionalist explanation of the role of education in modern society
- ❖ Using material from **Item B** and elsewhere, assess sociological explanations of gender differences in educational attainment and subject choice
- ❖ Using material from **Item B** and elsewhere, assess the view that differences in educational achievement between ethnic groups are the result of discrimination in schools

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- ❖ Using material from **Item B** and elsewhere, assess the Marxist view of the role of education in society
- ❖ Using material from **Item B** and elsewhere, assess the view that schools and what takes place within them are the main cause of social class differences in educational achievement
- ❖ Using material from **Item B** and elsewhere, assess sociological explanations of gender differences in education

Using material from **Item 1B** and elsewhere, assess the view that the function of the education system is to select and prepare individuals for their future work roles