

# AS-Level Sociology

Tudor Grange Academy

## Education- Revision Booklet 1



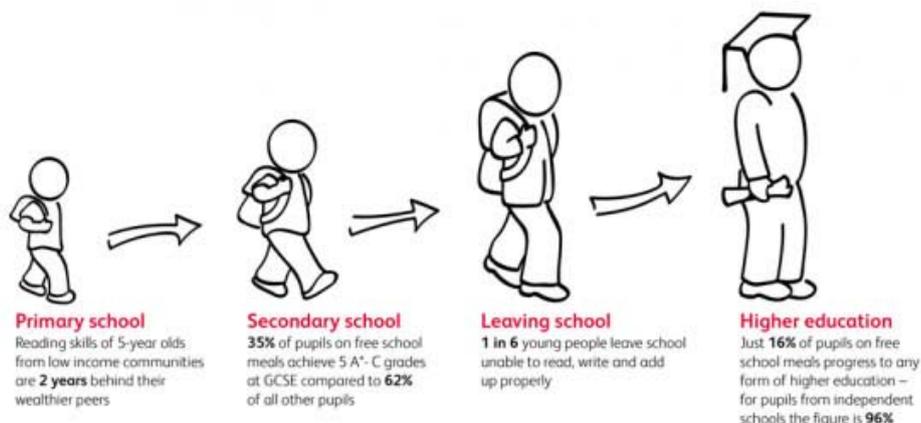
This booklet will aid you in your revision for your AS Sociology exam for paper 1.

I am now more than half-way through my AS Sociology course. I had a mock exam in January, where I got the following grade: \_\_\_\_\_. My target grade is \_\_\_\_\_. Whether or not I met my target grade, if I want to do well in AS Sociology, I must REVISE.



(One day, this could be you! But it won't be if you don't REVISE)

**The achievement gap starts young and continues throughout a child's education**

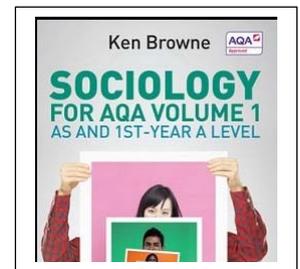


Or maybe I want to go and work full time at Lidl. In which case, I don't have to bother with revision (and I can throw this booklet away). (Just to be clear, I'm not having a go at people who work in Lidl, just pointing out that you don't need an A-level in sociology to work there.)

**Hand in date: You are to hand in a COMPLETED version of this booklet 07/03/16**

## How to use a textbook (part 2)

**Some of you only use your textbooks in lessons. Some of you just carry it around in your bag to give your shoulders a work out. Having buff shoulders is important, but not as important as getting an A-level.**



How to use the textbook (again):

- 1) Reading is Reading. **READING IS NOT REVISION.** Reading is when your eyes look at the page and the letters and words make sense to you as sentences, and then as ideas. If you're still doing that thing when you read a page and then realise you don't have a clue what you've just read, then it's about time you stopped doing that. If this keeps happening, you're taking too much information in at once. Read it in smaller chunks.
- 2) You only need chapters 1-4 (ignore chapters 5-7 completely. Seriously. Don't even look at them)
- 3) All of the theories are on pages 12-21 (for the moment, ignore structuration, and New Right.)
- 4) The extra detail in the textbook should extend your understandings of classwork. Of course, if you don't understand something, you should always ask.
- 5) As the textbook is quite detailed, it will contain some sociological studies we have not looked at in class. This shouldn't worry you. What do you do about these? Well you have two key choices:  
1) ignore studies we haven't looked at in class because your teacher has taught you more than enough to get an A grade. 2) Look at these studies and panic thinking that you have to know all of them to get an A. One of these choices is correct, the other isn't.
- 6) Each section usually has a bunch of activities at the end. since we do activities in class, I'd just use the book for revision/exam questions. I wouldn't particularly bother with these.
- 7) **Importantly, most sections have EXAM STYLE QUESTIONS. These are definitely worth your time. How would you know what grade you've got? You could type up the answers instead of writing them down, EMAIL/SCAN THEM TO YOUR TEACHER AND YOUR TEACHER WILL GIVE YOU A GRADE WITHIN 3 WORKING DAYS.**

Now, funnily enough the AQA sociology textbook that you have is directly linked to the AQA sociology course that you are doing. When your teacher is teaching you something from the course, it might be an idea to look at the corresponding section in the textbook, to sure up your knowledge. If you are doing this, you probably aren't complaining about the lessons being "too fast", because you are keeping up with the work through DOING THE READING.

(See revision booklet 2 from your last paper for revision tips, ensure you give yourself enough time to revise for all of your exams)

## Now, just some reminders on how to revise:

- Use revision cards to memorise studies
- Create posters/mindmaps
- COMPLETE EXAM QUESTIONS IN TIMED CONDITIONS

## Paper 1: Education with methods in context

**Exam Date: 17-05-2016 (1hr 30mins)**

Your exam is worth a total of 60 marks: (54 = A, 48= B, 42= C)

How is paper 1 structured?

- 2 marker
- 2 marker
- 6 marker
- 10 marker
- 20 marker
- 20 marker



### **THIS REVISION BOOKLET WILL FOCUS ON 20 MARKERS!**

#### **2 markers**

- Definition questions OR
- Using one example, briefly explain...

**YOU WILL GET TWO 2 MARK QUESTIONS!**

#### **6 markers**

- Outline three ways...

**YOU WILL GET ONE 6 MARK QUESTION!**

#### **10 markers**

- Outline and explain two reasons...

**YOU WILL GET ONE 10 MARK QUESTION**

#### **20 Marker (ITEM A)**

- Applying material from Item A and your knowledge, evaluate the...

**YOUR FIRST 20 MARKER WILL BE (USUALLY) BE BASED ON THEORY OR ON POLICY**

#### **METHODS IN CONTEXT**

#### **20 Marker (ITEM B)**

- Applying material from Item B and your knowledge of research methods, evaluate the strengths and limitations of...

**YOUR SECOND 20 MARKER IS A QUESTION ON RESEARCH METHODS!**

#### Examples:

- Using **one** example, briefly explain how cultural deprivation may affect educational achievement. (2 marks)
- Define the term 'self-fulfilling prophecy'. (2 marks)

#### Example:

- Outline **three** ways in which the organisation of schooling may be ethnocentric. (6 marks)

#### Example:

- Outline and explain **two** reasons for gender differences in subject choice. (10 marks)

#### Example:

- YOU WILL BE GIVEN A BLOCK OF TEXT (SOURCE MATERIAL) LABELLED ITEM A, IN THIS SOURCE MATERIAL THERE ARE HUGE HINTS ABOUT WHICH THEORY YOU ARE SUPPOSED TO USE:

Applying material from **Item A** and your knowledge, evaluate the view that differences in educational achievement between social groups are the result of factors and processes within schools. (20 marks)

#### Example:

YOU WILL BE GIVEN A LARGER BLOCK OF TEXT (SOURCE MATERIAL) LABELLED ITEM B, IN THIS SOURCE MATERIAL THERE IS MATERIAL THAT YOU MUST USE IN YOUR ANSWER:

Applying material from **Item B** and your knowledge of research methods, evaluate the strengths and limitations of using self-completion written questionnaires to investigate unauthorised absences from school. (20 marks)

**Paper 1: Education with methods in context**

**Exam Date: 17-05-2016 (1hr 30mins)**

Your exam is worth a total of 60 marks: (54 = A, 48= B, 42= C)



**STUDIES**

**(Below is a list of the studies we have looked at in class up to this point)**

**IN THIS MODULE YOU CANNOT REALLY WRITE ABOUT THEORIES WITHOUT WRITING ABOUT STUDIES ATTACHED TO THAT THEORY!**

<u>Sociological Theory</u>	<u>Studies we have looked at</u>
<b>Functionalism</b>	<ul style="list-style-type: none"><li>▪ Durkheim/ Parsons</li><li>▪ Davis &amp; Moore</li></ul>
<b>Marxism</b>	<ul style="list-style-type: none"><li>▪ Althusser</li><li>▪ Bowles and Gintis</li><li>▪ Willis</li></ul>
<b>Feminism</b>	<ul style="list-style-type: none"><li>▪ Sharpe</li><li>▪ McRobbie</li><li>▪ Francis</li></ul>

Your first task is to write down some **DETAILED** revision notes for EACH of the studies we have looked at in class. Start with Durkheim and Parsons below:

- DURKHEIM AND PARSONS



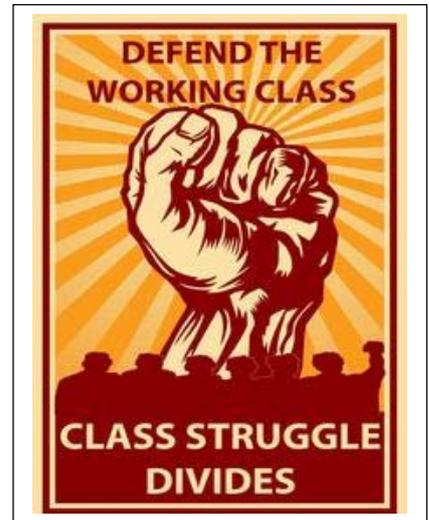
- DAVIS AND MOORE



CONTINUE writing some **DETAILED** revision notes for all of the following studies we have looked at in class:

- Althusser

- Bourdieu



- Bowles and Gintis

Which sociological THEORY do the above theorists believe in? \_\_\_\_\_

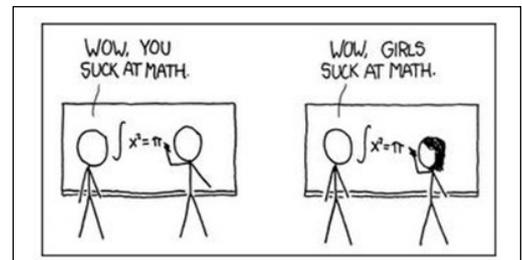
What are some key similarities between the ideas of the theorists above? (At least 3)

Q) Now, in your exam if you find yourself in a situation where you have two theorists who say something similar, will you get marks for repeating the same idea twice, but you make it clear that the other sociologist who says the same thing is someone else?

A) No, not really.

CONTINUE writing some **DETAILED** revision notes for all of the following studies we have looked at in class:

- Sharpe



- McRobbie

The educational statistics show that girls are outperforming boys at all stages of education. HOWEVER, there are still some subjects that are considered 'masculine' and 'feminine'. THESE SOCIAL CONSTRUCTIONS STILL HAVE AN IMPACT ON GIRLS IN SCHOOL.

- Francis

Which sociological THEORY do the above theorists believe in? \_\_\_\_\_

What are some key similarities between the ideas of the theorists above? (at least 3)

Q) Now, in your exam if you find yourself in a situation where you have two theorists who say something similar, will you get marks for repeating the same idea twice, but you make it clear that the other sociologist who says the same thing is someone else?

A) No.

***Hopefully that was fun and you enjoyed it more than anything you've ever done before. Let's say, just for argument's sake you didn't enjoy it...No-one cares. Maybe you'll enjoy it more the second time around:***

Your task is to write down some revision notes for EACH of the studies we have looked at in class. Start with Durkheim and Parsons below:

- DURKHEIM AND PARSONS



- DAVIS AND MOORE



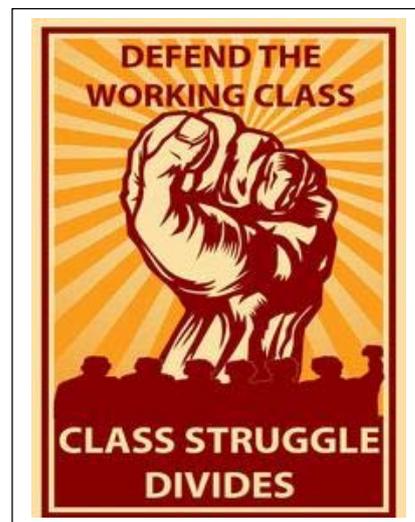
Which sociological THEORY do the above theorists believe in? \_\_\_\_\_

USING YOUR OWN SKILL AS A SOCIOLOGIST BASED ON WHAT WE'VE STUDIED, COME UP WITH ANY TWO CRITICISMS OF THE IDEAS ABOVE:

CONTINUE writing some revision notes for all of the following studies we have looked at in class **IN DETAIL:**

- Althusser

- Bourdieu



- Bowles and Gintis

Which sociological THEORY do the above theorists believe in? \_\_\_\_\_

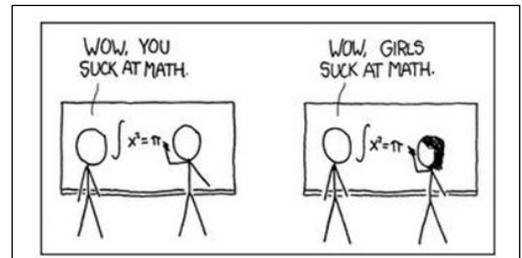
What are some key similarities between the ideas of the theorists above? (at least 3 bulletpoints)

Q) Now, in your exam if you find yourself in a situation where you have two theorists who say something similar, will you get marks for repeating the same idea twice, but you make it clear that the other sociologist who says the same thing is someone else?

A) No.

CONTINUE writing some **DETAILED** revision notes for all of the following studies we have looked at in class:

- Sharpe



- McRobbie

The educational statistics show that girls are outperforming boys at all stages of education. HOWEVER, there are still some subjects that are considered 'masculine' and 'feminine'. THESE SOCIAL CONSTRUCTIONS STILL HAVE AN IMPACT ON GIRLS IN SCHOOL.

- Francis

Which sociological THEORY do the above theorists believe in? \_\_\_\_\_

Have you read the ideas in the box on the right hand side of this page?

Yes  No  I haven't but I'm going to tick Yes, how would anyone even know?

Can you see why close ended questionnaires are problematic based on the above?

Yes  No  Stop asking me closed-questions, I prefer interpretivist methods

## **20 MARKERS – ITEM B**

### **You will be asked ONE 20 marker on RESEARCH METHODS IN THE CONTEXT OF EDUCATION:**

As this is a new paper, there are no past exam questions.  
Here are some examples of questions that may arise:



In paper 1 you will have TWO 20 markers to answer. The research methods question will be the final question in the paper.

#### **Item B**

##### **Investigating unauthorised absences from school**

There is a close correlation between frequent unauthorised absence from school and educational underachievement. Those pupils who are not doing well at school are more likely to truant. Similarly, those who truant regularly are likely to finish their school career with poor qualifications. Pupils may be absent without authorisation for many reasons, from caring responsibilities at home or dislike of school, to parents arranging family holidays in term time.

Sociologists may use self-completion written questionnaires to study unauthorised absences. These can be distributed easily to large numbers of pupils, parents or teachers. The findings of the questionnaires can also be used to establish patterns and trends in relation to unauthorised absences. However, self-completion questionnaires often have very low response rates, especially when they ask about sensitive issues

**Applying material from Item B and your knowledge of research methods, evaluate the strengths and limitations of using self-completion written questionnaires to investigate unauthorised absences from school. (20 marks)**

#### **Item B**

##### **Investigating the 'anti-school values' of working class boys**

In 1977, Paul Willis studied a group of 12 working-class boys during their last year in school and their first few months at work (18 months in total). He conducted a series of interviews and observations within the school, with the aim of discovering why 'working class kids get working class jobs'.

He identified a group of pupils known as the 'lads'. Over the 18 months he studied the 'lads', Willis gained a strong rapport with these boys and was able to identify with their worldview through his close-range observations.

According to Willis, the 'lads' were working class boys who expressed a negative attitude to academic work and also showed strongly racist and sexist attitudes. They would drink and smoke in order to try to become part of a more adult world and thought that manual work, such as working in a factory, was far more important to academic (school) work. The lads felt that there was no equal opportunity for them in schools, as no matter how hard they tried, they would still remain far less successful than middle class students. This led to a self-fulfilling prophecy of 'the lads' becoming manual workers.

**Applying material from Item B and your knowledge of research methods, evaluate the strengths and limitations of using close-range observations over an 18 month time frame to investigate anti-school values of working class boys. (20 marks)**

# 20 MARKER – ITEM B

## RESEARCH METHODS IN CONTEXT

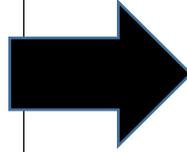


In paper 1 you will have TWO 20 markers to answer. The research methods question will be the final question in the paper.

How to answer a 20 marker (ITEM B) question  
(3 paragraphs in total)

### STEP 1

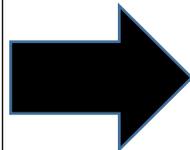
READ ITEM B & THE QUESTION CAREFULLY and be clear which research method is being asked about.  
There are huge clues in Item B to help you.



ITEM B will contain a lot of information. This information may be to do with PET issues, or it may be to do with a specific advantage or disadvantage of the main research method being asked about.

### STEP 2 –PARAGRAPH 1 (PET)

What are the practical, ethical and theoretical issues associated with this research method in the context of Item B and the question presented?



Pactical = Time, Access, Funding (problems)

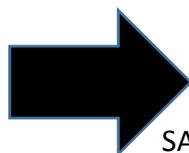
Ethical =  
- Informed consent  
- Anonymity  
- Is all research unethical?

Theoretical= Which theorist would want to use this method? Why?

**EVERY SINGLE SENTENCE YOU WRITE ABOUT MUST LINK BACK TO THE CONTEXT PRESENTED IN ITEM B AND THE QUESTION. IF YOU DO NOT DO THIS YOU CANNOT GET ABOVE AN 'E' GRADE.**

### STEP 3 –Paragraph 2

What are the STRENGTHS of using this method?  
(YOU NEED AT LEAST 3 STRENGTHS) Preferably 4



Use key words! (use keywords that are relevant only)

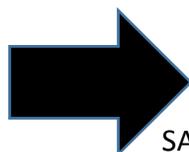
**IS THIS A POSITIVIST/INTERPRETIVIST METHOD?  
WHY WOULD THE OPPOSING THEORISTS CRITICISE THIS?**

VALIDITY/RELIABILITY QUAL/QUANT  
GENERALISABILITY/REPRESENTATIVENESS  
RAPPORT/ HAWTHORNE VERSTEHEN/BIAS  
SAMPLE/ SAMPLING FRAME PRIMARY/ SECONDARY

**EVERY SINGLE SENTENCE YOU WRITE ABOUT MUST LINK BACK TO THE CONTEXT PRESENTED IN ITEM B AND THE QUESTION. IF YOU DO NOT DO THIS YOU CANNOT GET ABOVE AN 'E' GRADE.**

### STEP 4 –Paragraph 3

What are the LIMITATIONS of using this method?  
(YOU NEED AT LEAST 3 LIMITATIONS) Preferably 4



Use key words! (use keywords that are relevant only)

**IS THIS A POSITIVIST/INTERPRETIVIST METHOD?  
WHY WOULD THEY ARGUE IT'S A GOOD METHOD?**

VALIDITY/RELIABILITY QUAL/QUANT  
GENERALISABILITY/REPRESENTATIVENESS  
RAPPORT/ HAWTHORNE VERSTEHEN/BIAS  
SAMPLE/ SAMPLING FRAME PRIMARY/ SECONDARY

**EVERY SINGLE SENTENCE YOU WRITE ABOUT MUST LINK BACK TO THE CONTEXT PRESENTED IN ITEM B AND THE QUESTION. IF YOU DO NOT DO THIS YOU CANNOT GET ABOVE AN 'E' GRADE.**



## 20 MARKERS – ITEM A

### You will be asked ONE 20 marker on A THEORETICAL PERSPECTIVE OF EDUCATION

As this is a new paper, there are no past exam questions.  
Here are some examples of questions that may arise:



The structure of a 20 marker (ITEM A) for paper 1 is slightly different to paper 2. You have to use the source material in more detail and, you need to focus on writing stronger replies.

However, you only need 3 key paragraphs.

- **Applying material from Item A and your knowledge, evaluate the view that schools provide pupils with the norms and values that allow them to take part in a meritocratic society. (20 marks)**

#### **Item A**

There are important differences in the educational achievements of different social groups. In the view of some sociologists, these differences in achievement are the result of factors and processes within schools.

For example, how teachers perceive and treat pupils from different backgrounds can have a major positive or negative effect on their achievement. Similarly, interactions and relationships among pupils themselves can shape their identities. This can have an important effect on their chances of educational failure or success.

- **Applying material from Item A and your knowledge, evaluate the view that differences in educational achievement between social groups are the result of factors and processes within schools. (20 MARKS)**

#### **Item A**

Recent changes have tried to create a free-market in education. Schools have become more independent, free-standing institutions, with more control over their own affairs. Parents now have more choice in the school their children attend, and Ofsted reports and school league tables help them to find the best schools.

In the educational marketplace, schools compete with each other to attract students and income. Education policymakers believed creating an educational marketplace would raise standards. Like supermarkets competing for customers, schools producing good results would be popular with parents and students. Those that were failing to provide good-quality 'products' would lose students and money, and be forced to improve, or close down.

- **Applying material from Item A and your knowledge, evaluate the view that the marketization of education has mainly benefited middle-class parents and pupils. (20 marks)**

(Don't worry if the question above looks scary, we haven't studied 'marketisation' yet. The theory that stands out is either Marxism or the New Right, and this will make up paragraph 1.)

## HOW TO WRITE A 20 MARKER (ITEM A) FOR PAPER 1:

This question is entirely based on your ability to EVALUATE (criticise) THEORY.  
Here is how you answer an ITEM A, 20 marker:

**YOU SHOULD REVISE HOW TO STUDY A 20 MARKER (ITEM A)**



### **Step 1**

#### **READ ITEM A! THEN READ THE QUESTION!**

There are usually HUGE CLUES in item A about what the examiner wants you to focus your writing on. If you don't use ideas from Item A, you won't get the point of the question.

The structure of a 20 marker (ITEM A) for paper 1 is slightly different to paper 2. You have to use the source material in more detail and, you need to focus on writing stronger replies.

However, you only need 3 key paragraphs.

### **Step 2- Paragraph 1 – Explaining your theory from Item A**

Based on Item A, write down **AS MUCH DETAIL AS POSSIBLE** about the key theory in ITEM A, **ENSURING THAT YOU ARE LINKING YOUR THEORY BACK TO QUESTION AND ITEM A.**

Example, if the question is on how far society is 'meritocratic'. You must keep coming back to the idea of meritocracy.

**IMPORTANT: DON'T BE AFRAID TO USE QUOTES FROM 'ITEM A'**

### **Step 3 – Paragraph 2 – GENERAL CRITICISMS (THIS IS THE MOST IMPORTANT PARAGRAPH)**

Give THREE general criticisms of the theory IN AS MUCH DETAIL AS POSSIBLE without using theory.

(leave some space, if you have time at the end you can add more criticisms)

**IMPORTANT: DON'T BE AFRAID TO CRITICISE QUOTES FROM 'ITEM A'**

### **Step 4 – Paragraph 3 – USE ONE OTHER THEORY TO CRITICISE YOUR ORIGINAL POSITION**

Using one OTHER THEORY, CRITICISE the position outlined in PARAGRAPH ONE using this other theory IN DETAIL. Try and have **at least two criticisms** from this theory. AFTER EACH CRITICISM: LINK BACK TO THE QUESTION.

**At the end of the paragraph. Give your theory a chance to answer BOTH of these criticisms. IF you can't think of a specific criticism from your theory, in paper 1, you can use a general criticism (but this will not get you as many marks).**

**IMPORTANT: DON'T BE AFRAID TO CRITICISE QUOTES FROM 'ITEM A'**

### **Step 6 – Paragraph 4 – Conclusion**

You BRIEFLY outline the theory/ theorists from paragraph one and explain – BRIEFLY - which theorists you used to criticise their ideas.

What happens if you don't finish paragraph 4? It's really no big deal.

Remember: Think of it like writing an imaginary debate between different sociological theories...

## Sociological Theory: For your 20marker you will need to understand And criticise theory.

Some tips to help you revise theory:

- Create revision cards (I believe the sixth form are giving away revision cards for free)
- Create mindmaps. Try and interconnect your mindmaps so that you can connect a criticism of a theory to the theory it is criticising. Or, just mindmaps.
- Posters. Create a poster on each theory and include criticisms of the theory on it.



## Functionalism and education (Revise through all of your notes on functionalism and education too)

Can you **explain** ALL of the key ideas below?



- **PASSING ON NORMS AND VALUES AND THE VALUE CONSENSUS:**  
For functionalists, education is central in passing on the mainstream norms and values that keep society together.
- **TEACHING OF UNIVERSALISTIC VALUES (DURKHEIM & PARSONS):** Durkheim and Parsons argued that schools are a 'society in miniature' that teach universalistic values.  
**Universalistic values** means that **the principles of society apply to everyone.**
- **TRAINING A QUALIFIED LABOUR FORCE:** The education system allows young people to specialise and train for specific jobs based on their abilities. (E.g. Resistant material = carpenter)
- **CREATING A MERITOCRATIC SOCIETY (DAVIS AND MOORE):** Davis and Moore (1967): The education system gives an equality of opportunity for all students. Everyone who has the ability and talent puts in the effort and has an equal chance of coming out ahead. Those who succeed deserve their success and those who fail only have themselves to blame.

## Criticising Functionalist views of education

- **Universalistic values do not exist.**

There are a number of inequalities in society and these inequalities are played out in the 'mini-society' of the school. For example racism, sexism, bullying etc:

-Black-Caribbean origin boys are 4 times more likely to be excluded than their peers (Government statistics)

- **Schools are too limited in what they teach to truly provide young people with the skills for the varied jobs in the labour force.**

Schools do not get you ready for work. Very rarely are the skills you are taught in classrooms used in the workplace.

- **A meritocratic society does not exist.**

There is no equality of opportunity in education – everyone does not start at the same point, and not everyone has the same chances of success in education, even when they have the same ability.

- **Marxist criticism of functionalism – CONFLICT AND INEQUALITY NOT CONSENSUS AND SOCIAL MOBILITY**

## Marxism and education (use your notes and textbook too!)

- **Althusser:**

- 1) Education reproduces capitalism (keep workers of tomorrow busy/ false consciousness)
- 2) Education makes people accept the ideology of the ruling class (IDEOLOGICAL STATE APPARATUS)

- **Bourdieu: Education reproduces the class structure in society**

When Bourdieu looked at social class he devised the ideas of: ECONOMIC, SOCIAL, CULTURAL CAPITAL (those with the most capital have the most advantages in education)

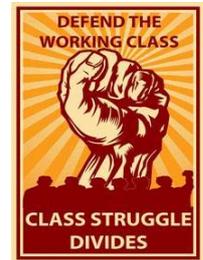
- **Bowles and Gintis:**

Schools provide workforce: In working class neighbourhoods particularly, working-class students are being made ready for the lower end of the workforce.

Workplace casts a 'long shadow' on education. The idea that education can give working class students a better life is a lie. Poorer students are not supposed to make it out of the education system.

- **CORRESPONDENCE PRINCIPLE** – All Marxists

Say that the control of education by the bourgeoisies corresponds (links) to the control the bourgeoisies have over wider society.



## Criticising Marxist views of education

- **INDIVIDUAL CHOICE:**

Althusser's views treats individuals as automatons (robots) who are being controlled. He does not take into account individual freedom to reject norms and values taught by the school.

For example, Paul Willis' 'lads' made a conscious decision to not take part in the norms and values of the school

- **SOCIAL MOBILITY DOES EXIST:**

Social mobility is clearly possible due to education. There are numerous cases of people who have been able to move up the social class ladder due to their education.

- **CRITICISING BOURDIEU:**

Working class people do go to universities such as Oxford and Cambridge, their lack of capital does not disadvantage them.

Working class people have their own cultural and social capital that is just as valuable to them as the middle and upper class social capital that he says you need to do well in education.

Working class culture has VALUE too.

- **CRITICISING BOWLES AND GINTIS:**

Bowles and Gintis' analysis is similar to a conspiracy theory. It is a Marxist social construction. Bowles and Gintis only say what they do because that is what they want to believe.

# Feminist views of education

(Read through your notes on feminism/ textbook for more detail)



## Feminism

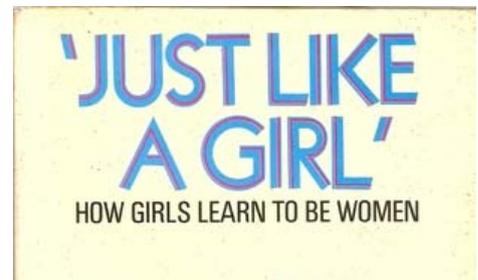
- Feminists claim that **FEMINISM** is the cause of improving the rights and raising the expectations and self-esteem of women. ALL feminists credit the feminist movement and its criticism of **PATRIARCHY** that have challenged traditional stereotypical roles of women. The stereotypical roles of women from as closely as 20 years ago, do not apply to women in contemporary society. Women are now more aware of patriarchy, gender role stereotyping and sex discrimination. **This has given women more power.**

- SHARPE (1976 & 1994)

Sue Sharpe conducted a study entitled 'Just Like a Girl'.

In 1976, Sharpe found that girls' priorities were:  
"love, marriage, husbands, children, jobs, and careers, more or less in that order."

When she repeated her research in 1994, she found these priorities changed to "job, career, and being able to support themselves."



- Angela McRobbie

McRobbie is a prominent writer on gender issues and femininity. (You may remember her work from paper 2 on 'bedroom culture' – that young girls form femininity in the private sphere of the bedroom). As far as gender and education is concerned, McRobbie argues that more and more women are **ASPIRATIONAL**.

This means that girls are focussed on a career and a life outside of the traditional idea of being a wife and mother.

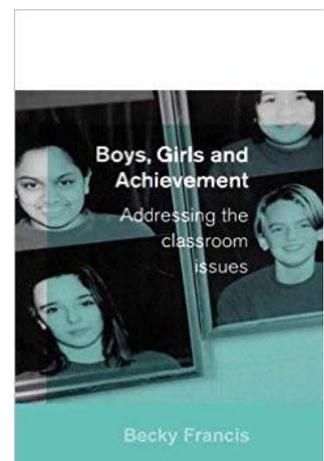
McRobbie says that more women expect to get a degree and a successful career.

McRobbie is a theorist you need to know for both papers



- Becky Francis wrote an influential book in 2000 entitled: 'Boys, Girls and Achievement'. In this work, Francis carried out non-participant observations and interviews with 14-16 year old girls in London:

- She found that the girls she interviewed were highly **AMBITIOUS**.
- She found that girls were better organised in class and female peer groups were more pro-school than male peer groups in their attitudes.
- Francis also observed 'laddish' behaviours by boys where peer-groups gave a macho status to boys who resisted teachers and misbehaved. She also noticed that female teachers provided a more positive role model for students.



## Criticising Feminism

- **Mac an Ghail – CRISIS OF MASCULINITY** (Have you learned about the decline of factory work in the UK? THIS IS AN IMPORTANT IDEA WHEN UNDERSTANDING **PRIVATISATION**)

**In school, working class boys have lower expectations, a low self-image and low self-esteem. The collapse of the traditional male breadwinner (man who goes out and earns for the family) and the rise of feminism has led to a CRISIS OF MASCULINITY – and identity crisis for men who feel insecure about their masculine role.** This insecurity is reflected in schools and is the reason why many boys do not do well. Instead, boys create their own understandings of masculinity in attempt to construct a positive self-image. They do this through laddish behaviour in the classroom, aggressive macho behaviour in the hidden curriculum and adopt anti-school values.



- **Mitsos (1996) – ‘Boys do not like reading’ - Certain curriculums are biased towards girls**  
According to this study, the curriculum is biased towards girls. Boys are not interested in reading, sitting still. They are naturally ‘kinaesthetic learners’ (which means they like to move around and learn while moving). The current school system does not take this into account.
- **Feminism is not about equality**  
If feminism was really about equality then feminists would be more vocal in trying to create equal opportunities for boys in education. Feminists are wrong to say that there is inequality in society. Society is much more meritocratic than a feminist will admit, why else would women be achieving better than men at every level of education. WE NOW LIVE IN A POST-FEMINIST SOCIETY WHERE ARGUMENTS ABOUT PATRIARCHY ARE NO LONGER RELEVANT.

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When you come back after half-term it’s going to get very serious. Be ready for the most challenging few months of your educational life. (Or, you can not bother to revise and just sit around telling anyone who will listen how you “lack motivation” for your own life. Because everyone loves that person, and no-one thinks they are a loser. Maybe you do lack motivation for your own life: And for you, there’s always the option of LIDL. Or Jobseekers. ☺)

If you have any questions about ANYTHING email me at:

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