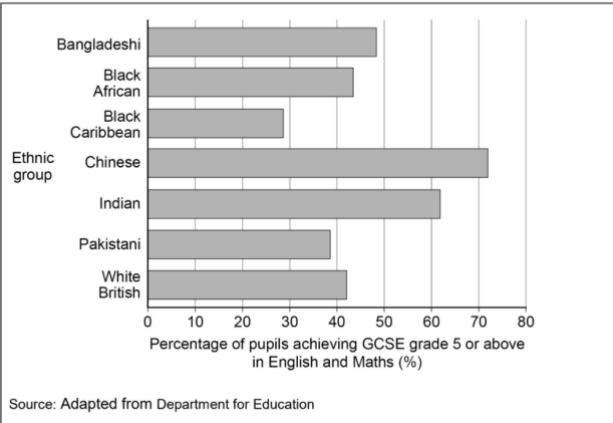


## Education - Items Exam Questions

Paper	Item C	Item D																								
SAM 1	<p style="text-align: center;"><b>Item C</b></p> <p>Many sociologists are concerned about the relatively poor performance of working class pupils when compared to their middle class peers. According to a study by the universities of Leicester and Leeds middle class pupils do better because parents put more effort into their children's education. The researchers suggested that policies aimed at improving parental effort could be effective in increasing children's educational attainment. Effort was measured using indicators of a student's attitude, such as the answers given by 16-year-olds to questions including whether they think school is a "waste of time", and teachers' views about students' laziness. Other factors studied were the parents' interest in their children's education, measured by, for example, whether they read to their child.</p> <p>The research, Must Try Harder, used the National Child Development Study, which follows individuals born in a given week in 1958 throughout their lives.</p> <p>From <b>Item C</b>, examine <b>one weakness</b> in the research. [2 marks]</p>	<p style="text-align: center;"><b>Item D</b></p> <p>In the 1970s sociologist Paul Willis observed a group of working class students who rejected school and all its values and who wanted to leave school as soon as they could. The students in this group were described by Willis as the 'lads' and their behaviour was compared to the conformist students or 'ear'oles' (referred to as such because they listened to the teacher):</p> <p>'During films in the hall they tie the projector leads into impossible knots, make animal shapes on the screen with their fingers, and gratuitously dig and jab at the backs of the 'ear'oles' in front of them.'</p> <p>'There is a continuous scraping of chairs, a bad tempered 'tut-tutting' at the simplest request from the teacher, and a continuous fidgeting which explores every permutation of sitting or lying on a chair.'</p> <p>Willis used both non-participant and participant observation in class and around the school, in his attempt to understand the experience of schooling from the perspective of the students.</p> <p>From <b>Item D</b>, identify and describe the <b>research method used by Willis</b> including what you know of his perspective on education. [4 marks]</p>																								
SAM 2	<p style="text-align: center;"><b>Item C</b></p> <p>Halsey, Heath and Ridge (1980) found clear social class inequalities in education. They used a sample of 8529 males born between 1913 and 1952.</p> <p>The participants were divided into three social classes based on their father's occupation:</p> <ol style="list-style-type: none"> <li>1. the service class - professional workers</li> <li>2. the intermediate class - clerical or sales workers</li> <li>3. the working class - manual workers in industry and agriculture.</li> </ol> <p>The research showed that a boy from the service class, compared to a boy from the working class had four times as great a chance of being at school at 16, eight times the chance at 17 and ten times the chance at 18. His chance of going to university was eleven times greater than a boy from the working class.</p> <p>From <b>Item C</b>, examine <b>one weakness</b> in the research. [2 marks]</p>	<p style="text-align: center;"><b>Item D</b></p> <p>Stephen Ball (1981) studied the internal organisation of a comprehensive school. He carried out participant observation in the school over three years and looked at the system of grouping students, as this changed from banding (grouping by ability) to mixed-ability classes.</p> <p>In the system based on grouping by ability, students were placed into one of three bands, with the first band containing the most able and the third band containing the least able. Although this system was based on test scores, Ball found that children from higher social classes were more likely to be placed in the top band.</p> <p>From <b>Item D</b>, identify and describe the <b>research method used by Ball</b> including what you know about his perspective on education. [4 marks]</p>																								
2019	<p style="text-align: center;"><b>Item C</b></p> <p>Percentage of students achieving five or more GCSE grades A*-C, England, 1990-2014: by gender</p> <table border="1"> <caption>Percentage of students achieving five or more GCSE grades A*-C, England, 1990-2014: by gender</caption> <thead> <tr> <th>Year</th> <th>Males (%)</th> <th>Females (%)</th> </tr> </thead> <tbody> <tr> <td>1990</td> <td>30</td> <td>38</td> </tr> <tr> <td>1994</td> <td>38</td> <td>48</td> </tr> <tr> <td>1998</td> <td>42</td> <td>52</td> </tr> <tr> <td>2002</td> <td>48</td> <td>58</td> </tr> <tr> <td>2006</td> <td>52</td> <td>62</td> </tr> <tr> <td>2010</td> <td>65</td> <td>72</td> </tr> <tr> <td>2014</td> <td>68</td> <td>75</td> </tr> </tbody> </table> <p>Source: Department for Education/Joint Council for Qualifications</p> <p>From <b>Item C</b>, examine <b>one strength</b> of the research. [2 marks]</p>	Year	Males (%)	Females (%)	1990	30	38	1994	38	48	1998	42	52	2002	48	58	2006	52	62	2010	65	72	2014	68	75	<p style="text-align: center;"><b>Item D</b></p> <p><b>The marketization of schools</b></p> <p>Between 1991 and 1994, Stephen Ball, Richard Bowe and Sharon Gerwitz conducted a study of 15 schools in three neighbouring local education authorities. They visited the schools, attended meetings, examined documents and interviewed a sample of teachers.</p> <p>The study examined how competition between schools influenced school performance. Ball, Bowe and Gerwitz found that the publication of league tables led schools to focus on the introduction of various measures to improve their ranking in these tables.</p> <p>Source: Educational Reform and its Consequences (1994)</p> <p>From <b>Item D</b>, identify and describe <b>one</b> impact of the marketization of schools, including what you know of <b>Ball, Bowe and Gerwitz's</b> perspective on education.[4 marks]</p>
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1990	30	38																								
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<p>2020</p>	<p style="text-align: center;"><b>Item C</b></p> <p style="text-align: center;"><b>Percentage of pupils achieving GCSE grade 5 or above in English and Maths by ethnicity, England 2017</b></p>  <p>Source: Adapted from Department for Education</p> <p>From <b>Item C</b>, examine <b>one weakness</b> of using official statistics on the educational achievement of different ethnic groups. <b>[2 marks]</b></p>	<p style="text-align: center;"><b>Item D</b></p> <div style="border: 1px solid black; padding: 5px;"> <p>Sociologists Bowles and Gintis suggested that there was a close connection between relationships in the workplace and in education; they described this as a 'correspondence principle'.</p> <p>They argued that capitalism required hardworking, obedient workers and that the education system helped to produce this kind of workforce. They believed that what happened in schools was similar to what happened in the workplace. Education, in their view, prepared the child for their future role in an unequal society.</p> <p>Source: S Bowles and H Gintis, <i>Schooling in Capitalist America</i> (1976)</p> </div> <p>From <b>Item D</b>, identify and describe <b>one</b> example of how the correspondence principle works according to <b>Bowles and Gintis</b>, including what you know of their perspective on education. <b>[4 marks]</b></p>																					
<p>2021</p>	<p style="text-align: center;"><b>Item C</b></p> <div style="border: 1px solid black; padding: 5px;"> <p>Concerns have been raised that students from poorer backgrounds are discouraged from applying to university for a number of reasons including the fear of debt. Claire Callender and Jon Jackson investigated the attitudes of students in England who were considering going to university towards debt, and their decisions about whether or not to apply to university.</p> <p>Callender and Jackson compared students from poorer families with students from better-off backgrounds. They wanted to find out if concerns about cost and debts, especially student loan debt, were more likely to discourage poorer students from applying to university.</p> <p>The research involved a survey of prospective higher education students and produced quantitative data. A total of 101 school sixth forms and further education colleges agreed to take part and 3582 self-completion questionnaires were sent out. The schools and colleges were a national stratified random sample. Students were asked whether they agreed with statements about the costs and benefits of going to university.</p> <p>Source: Callender, C and Jackson, J, 'Fear of Debt and higher education participation', South Bank University, London, (2004)</p> </div> <p>From <b>Item C</b>, examine <b>one strength</b> of the research. <b>[2 marks]</b></p>	<p style="text-align: center;"><b>Item B</b></p> <div style="border: 1px solid black; padding: 5px;"> <p>Sociologists Michael Young and Peter Willmott studied family life in Britain over several decades.</p> <p>In the 1950s, Young and Willmott studied family life in East London, focusing on the traditional working-class community living at that time in Bethnal Green.</p> <p>In the early 1970s they conducted a large-scale social survey. In this research they interviewed almost 2000 individuals living in the London area. They concluded that family life had become largely home centred with much of the family's leisure time spent in the home and involving activities such as watching television together. They also concluded that in the 1970s nuclear family, the husband and wife were increasingly sharing their chores around the house, describing this pattern as the development of a 'symmetrical family'.</p> <p>Source: Willmott, P and Young, M, 'Family and Kinship in East London' (1957) &amp; 'The Symmetrical Family' (1973)</p> </div> <p>From <b>Item D</b>, identify and describe <b>one</b> way in which <b>Parsons saw the education system as important</b>, including what you know of their perspective on education. <b>[4 marks]</b></p>																					
<p>2022</p>	<p style="text-align: center;"><b>Item C</b></p> <div style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;"><b>Number of A-level examination entries in the United Kingdom by gender, 2019</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Subject</th><th style="text-align: center;">Males</th><th style="text-align: center;">Females</th></tr> </thead> <tbody> <tr> <td>Computing</td><td style="text-align: center;">9 649</td><td style="text-align: center;">1 475</td></tr> <tr> <td>English Language</td><td style="text-align: center;">3 973</td><td style="text-align: center;">10 141</td></tr> <tr> <td>English Literature</td><td style="text-align: center;">9 153</td><td style="text-align: center;">31 671</td></tr> <tr> <td>French</td><td style="text-align: center;">2 515</td><td style="text-align: center;">5 840</td></tr> <tr> <td>Mathematics</td><td style="text-align: center;">56 290</td><td style="text-align: center;">35 605</td></tr> <tr> <td>Physics</td><td style="text-align: center;">30 159</td><td style="text-align: center;">8 799</td></tr> </tbody> </table> <p>Source: Joint Council for Qualifications (JCQ). The JCQ is an organisation representing the largest qualification providers in the United Kingdom. Each year the JCQ collates and publishes examination information.</p> </div> <p>From <b>Item C</b>, examine <b>one strength</b> of using the number of entries for different A-level examinations to research gender differences in education. <b>[2 marks]</b></p>	Subject	Males	Females	Computing	9 649	1 475	English Language	3 973	10 141	English Literature	9 153	31 671	French	2 515	5 840	Mathematics	56 290	35 605	Physics	30 159	8 799	<p style="text-align: center;"><b>Item D</b></p> <div style="border: 1px solid black; padding: 5px;"> <p>According to sociologist Emile Durkheim, the main function of education was passing on society's norms and values. He believed that subjects like history reinforce shared norms and values, encouraging children to see themselves as part of society.</p> <p>In Durkheim's view, rules should be strictly enforced in order for children to learn self-discipline and to understand that misbehaviour damages society as a whole. He argued that by experiencing sanctions at school and by respecting the school rules, children learn to respect rules in society.</p> <p>Source: Durkheim, E, <i>Moral Education</i>, 1925</p> </div> <p>From <b>Item D</b>, identify and describe <b>one</b> way in which <b>Durkheim believed education to be important to society</b>, including what you know of his perspective on education. <b>[4 marks]</b></p>
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<p><b>2023</b></p>	<p style="text-align: center;"><b>Item C</b></p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>Becky Francis studied the ways in which gender affects students learning in school. Her research involved three different London secondary schools. The schools were all mixed-sex, with a large majority of working-class pupils. Francis used observation to record classroom interaction and student behaviour during GCSE lessons. She also carried out individual interviews.</p> <p>Francis observed two top set lessons and two lower set lessons in both English and Maths in each school. She was unable to accurately record all the interaction because of the sheer noise levels in some of the classes. This limited the classroom observation.</p> <p>In the majority of the lessons observed, boys dominated the classroom interaction. They were louder, and more disruptive than the girls and took up more of the teachers' attention.</p> <p>Source: Francis, B, The Impact of Gender Constructions on Pupils' Learning and Educational Choices, 2005.</p> </div> <p>From <b>Item C</b>, examine <b>one</b> weakness of the research. <b>[2 marks]</b></p>	<p style="text-align: center;"><b>Item D</b></p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>In 1981 sociologist Stephen Ball undertook a case study of a comprehensive school and examined the way it was organised. The school used a banding system. Students were placed into one of three bands (similar to streaming). Band 1 contained the most able students and Band 3 contained the least able students. Ball compared the experiences of those students in Band 1 with those placed in Bands 2 and 3.</p> <p>Ball noted that each band was taught differently and followed different educational routes. Only students in Band 1 were encouraged to have high aspirations and to study academic courses. During his observations, Ball noticed that students' behaviour changed as a result of the bands that they were placed in. Ball linked this to the teacher expectations of each band. For example, Band 1 was expected to be hardworking and well behaved, while Band 2 students were expected to be difficult and uncooperative. This led to negative changes in the behaviour of Band 2 students.</p> <p>Source: Ball, S. J, Beachside Comprehensive. A Case Study of Secondary Schooling, 1981.</p> </div> <p>From <b>Item D</b>, identify and describe <b>one</b> way in which <b>Ball believed that the banding of students affected their approach to learning and behaviour in school</b>, including what you know of his perspective on education. <b>[4 marks]</b></p>
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