1.2 Marxist Perspectives on Education and the Correspondence Principle: 10-minute Pack

AQA 7192 · about 10 minutes

Total Marks

Name: _____ Date: ____ / ____ / _____

Answer ALL questions. Use sociological vocabulary in full sentences for questions worth 4 marks or more. You have about 10 minutes in total.

1 Define Pierre Bourdieu's concept of 'cultural reproduction' in the context of schooling and class advantage.

(Total for Question 1 is 2 marks)

2 Give one government policy aimed at reducing class inequality in education in the UK context, and explain one limitation of that policy.

(Total for Question 2 is 4 marks)

3 Describe one key finding from Paul Willis' Learning to Labour study of the 'lads' and counter-school culture in a British secondary school setting.

(Total for Question 3 is 3 marks)

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Mark scheme · 1.2 Marxist Perspectives on Education and the Correspondence Principle: 10-minute Pack

Question 1

identifies that cultural reproduction is the process by which schools reproduce social class through the transmission and reward of middle-class culture	**B1**
development, e.g. cultural capital passed down by families gives middle-class pupils an advantage in school, which is then converted into qualifications and class advantage	**B1**

Answer: Cultural reproduction is the process where schools reproduce social class by transmitting and rewarding middle-class culture; cultural capital from families gives middle-class pupils advantages that convert into qualifications and maintain class advantage.

Question 2

gives one policy, e.g. pupil premium funding to schools for disadvantaged pupils	**B1**
explains how policy aims to reduce inequality, e.g. extra resources for disadvantaged pupils to raise attainment	**B1**
identifies one limitation, e.g. funding may be insufficient or schools may not use it effectively	**B1**
develops limitation, e.g. structural issues like housing, parental education and cultural capital are not solved by school funding alone	**B1**

Answer: Policy example: pupil premium funding for disadvantaged pupils, intended to give extra resources to raise attainment. Limitation: funding may be insufficient or poorly used, and it cannot by itself address structural issues such as housing, parental education and cultural capital that drive inequality.

Question 3

identifies a finding, e.g. the lads formed a counter-school culture that rejected school values	**B1**
development, e.g. they showed disdain for academic work and teachers, valuing manual labour identities	**B1**
further development, e.g. this resistance still reproduced class inequality because the lads accepted working-class jobs later	**B1**

Answer: Willis found the lads formed a counter-school culture that rejected school values, showing disdain for academic work and teachers and valuing manual labour identities; this resistance nevertheless reproduced class inequality because they accepted working-class jobs later on.

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