1.3 External Factors in Class Differences in Educational Achievement: 10-minute Pack

AQA 7192 · about 10 minutes

Total Marks

Name: _____ Date: ____ / ____ / _____

Answer ALL questions. Use sociological vocabulary. Write full sentences for questions worth 4 marks or more. The final 12-mark question requires an evaluative response and a brief conclusion.

1 Item A: A recent local council survey of 14-16 year olds found that 35% of low-income pupils reported not having a quiet place to study at home, 28% reported missing homework because they had caring responsibilities, and 22% reported being unable to afford essential school materials. Using Item A and your knowledge, explain two ways material deprivation described in the Item could affect educational achievement.

(Total for Question 1 is 4 marks)

2 Explain one strength and one limitation of using Bourdieu's concept of cultural capital to explain class differences in educational achievement.

(Total for Question 2 is 4 marks)

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Mark scheme · 1.3 External Factors in Class Differences in Educational Achievement: 10-minute Pack

Question 1

identifies first way from Item A, e.g. lack of quiet study space reduces revision and homework completion	**B1**
explains first way, linking to lower attainment or poorer exam performance	**B1**
identifies second way from Item A, e.g. caring responsibilities cause missed homework and time for study	**B1**
explains second way, linking to falling behind peers and lower grades	**B1**

Answer: A lack of a quiet place to study reduces time and quality of revision and homework, which undermines preparation for exams and lowers attainment; caring responsibilities cause pupils to miss homework and have less time for study, leading them to fall behind peers and achieve lower grades. Being unable to afford essential materials can also restrict participation and the quality of coursework.

Question 2

identifies a strength, e.g. explains how middle-class knowledge and tastes fit school norms and produce lasting advantage	**B1**
develops the strength, e.g. links to differential treatment by teachers and curriculum that values middle-class culture	**B1**
identifies a limitation, e.g. may underplay material factors such as poverty that also restrict achievement	**B1**
develops the limitation, e.g. cultural capital alone may not explain lack of resources, attendance problems or the direct costs of education	**B1**

Answer: Strength: cultural capital explains how middle-class knowledge, language and tastes fit school norms, giving these pupils an advantage and influencing teacher expectations; Limitation: it may underplay material factors such as poverty and lack of resources, which directly restrict attendance, subject choice and access to revision support.

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