4.2 Social Class and Educational Achievement: Test Pack

AQA 8192 · about 15 minutes

Total Marks

Name: _____ Date: ____ / ____ / _____

Answer ALL questions. Use sociological vocabulary and name sociologists where you can.

1 Which concept did the sociologist Pierre Bourdieu use to describe the knowledge, tastes and ways of speaking that middle-class children tend to grow up with, which schools tend to reward?

- ☐ A) Cultural capital
- ☐ B) Social solidarity
- ☐ C) Correspondence principle
- ☐ D) Value consensus

(Total for Question 1 is 1 mark)

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2 State one criticism that is often made of material deprivation explanations of class differences in achievement.

(Total for Question 2 is 2 marks)

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3 Explain how material and cultural factors might combine to affect the achievement of a pupil from a low-income family.

(Total for Question 3 is 6 marks)

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4 Material deprivation can take several forms.

(a) Give two examples of material deprivation that might affect a pupil's achievement at school. **(2)**

(b) Explain one way material deprivation might affect a pupil's achievement, beyond simply lacking equipment. **(2)**

(Total for Question 4 is 4 marks)

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Mark scheme · 4.2 Social Class and Educational Achievement: Test Pack

Question 1

A (cultural capital) **B1**

Answer: A

Question 2

identifies a recognised criticism, e.g. it cannot fully explain why some low-income pupils still achieve highly, or why some wealthy pupils still underachieve **B1**

brief development, e.g. suggesting cultural or school-based factors must also play a role **B1**

Answer: Material deprivation cannot fully explain why some low-income pupils still achieve highly, or why some wealthy pupils underachieve, suggesting cultural and school-based factors also play a role.

Question 3

identifies a material factor, e.g. lack of money for equipment, a computer or a quiet space to study **B1**

development of the material factor, e.g. this can directly reduce the quality of homework or revision a pupil can produce **B1**

identifies a cultural factor, e.g. less familiarity at home with the elaborated code the school expects, or less cultural capital **B1**

development of the cultural factor, e.g. this can make the pupil feel less confident or comfortable in lessons and discussions **B1**

explains how the two factors can combine/reinforce each other, e.g. a pupil facing both material and cultural disadvantage may find it especially hard to catch up compared with a pupil facing only one **B1**

clear, accurate use of sociological terminology throughout (e.g. material deprivation, cultural capital, elaborated code) **B1**

Answer: A low-income pupil may lack material resources such as a computer or quiet study space, directly limiting homework quality, while also having less familiarity with the school's elaborated code and cultural capital, reducing classroom confidence; these material and cultural disadvantages can combine to make catching up especially difficult.

Question 4

(a) one correct example, e.g. lack of money for equipment, books or a computer **B1**

(a) a second, different correct example, e.g. overcrowded or poor-quality housing, or lack of money for school trips **B1**

(a) Answer: Any two of: lack of money for equipment/books/a computer; overcrowded or poor-quality housing; lack of money for school trips.

(b) identifies an indirect effect, e.g. some pupils from low-income families may need to take on part-time work, reducing time available for study and homework **B1**

(b) development linking this to lower achievement, e.g. or poor housing affecting sleep, health and ability to concentrate at school **B1**

(b) Answer: Pupils from low-income families may need to work part-time, reducing time for study and homework, which can lower their achievement compared with pupils who do not need to work.

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