Candidate 3 evidence

Instructions for candidates

This assignment is worth a maximum of 30 marks. Your report should be between 800 and 1,200 words long, excluding references, footnotes, and appendices. You must provide the word count of your completed report, excluding references, footnotes, and appendices. Your report is marked by SQA. If the word count exceeds the maximum by 10%, a penalty will be applied.

Please note that you are not permitted to use the two sociological studies which are a mandatory part of the National 5 Sociology course: — Rosenthal R. and Jacobson L. 1968. Pygmalion in the classroom. New York: Holt. Rinehart and Winston — Kingdon G. and Cassen R. 2007. Understanding low achievement in English schools. London School of Economics.

A Choosing and describing a topic that is of interest to sociologists — maximum of 2 marks available.

Class inequality is a contemporary sociological problem of interest to sociologists, as it contradicts such basic social norms as the principle of equal opportunity and generates poverty from generation to generation.

For example, Institute for Fiscal Studies shows that children from disadvantaged backgrounds make slower progress through secondary school and those who are eligible for free school meals are still around 27 percentage points less likely to earn good GCSEs than less disadvantaged peers.

Joseph Rowntree Foundation shows that in England, only 47% of disadvantaged pupils meet the expected standard in reading, writing and mathematics at age 11, compared with 69% of non-disadvantaged pupils, highlighting the strong relationship between poverty and educational attainment.

The problem is that poverty leads to problems such as inequality in school, which in turn cyclically generates poverty.

B Describing basic differences between sociological and common-sense explanations of human social behaviour – maximum of 6 marks available.

There is an established view that the cause of these phenomena is personal qualities, not circumstances and background. Therefore, disadvantaged households should try harder.

To illustrate the common sense view, a contemporary example is: Nigel Farage claimed that "welfarism... is making millions of people lazy".

To illustrate the common sense view, a contemporary example is: Suella Braverman suggests to rely on "personal responsibility not victimhood, excellence not mediocrity".

Nevertheless, sociologists disagree with the above common sense view because their understanding is based on research.

According to the UK government, pupils receiving free school meals are significantly less likely to achieve high examination results compared to other pupils.

Research has also shown that students from the most affluent families are three times more likely to enter prestigious universities than students from working-class backgrounds.

C Using investigation skills to find appropriate sources of information – maximum of 2 marks available.

Pygmalion in the ClassroomLeonore Jacobson and Robert Rosenthal

Reproduction in Education, Society and Culture :Pierre Bourdieu

D Organising and interpreting information in sociology – maximum of 10 marks available.

Pygmalion in the Classroom The aim of the Pilgrims in the Classroom study was to identify the relationship between expectations of students and their performance. This study demonstrated experimentally that teachers' expectations influence pupils' performance.

The experiment showed that pupils with higher expectations achieve better results, as they receive more attention from teachers and, consequently, have greater motivation.

This study also revealed that this expectation effect has the greatest impact on pupils in the lower years, as their behaviour is still developing.

It also showed that teachers' expectations create educational inequality, as low expectations of a pupil lead to a deterioration in their results.

It was also found that pupils who receive special treatment from teachers consequently have a higher IQ, even if those expectations were based on false information.

This research clearly demonstrates that teachers' expectations have a direct impact on academic performance. Furthermore, this research clearly shows that pupils from affluent families have an advantage, as expectations of pupils from affluent families will be higher.

Reproduction in Education, Society and Culture

Reproduction in Education, Society and Culture is a book written by Pierre Bourdieu, the aim of which was to explain why the education system is a cause of social inequality.

His research revealed that the cultural capital inherited by children from wealthy families gives them an advantage within the education system, as they begin their studies with greater knowledge and better study habits.

The research also indicates that the education system is based on upper-class culture. This means that cultural capital, which includes aspects such as a better understanding of academic language, is most highly rewarded by the education system.

Pierre Bourdieu also explains how the achievements of pupils from more affluent families are perceived as personal excellence, whereas in reality these achievements are due to the advantages of a wealthy family, such as private tutors or visits to museums.

The study also suggests that the education system often rewards cultural knowledge that is not directly taught in school, yet is considered fundamental. This may include complex terminology or cultural and historical knowledge.

Pierre Bourdieu also discusses the examination system, which creates the illusion that it selects the most competent and capable pupils, whereas skills such as writing style and the ability to express one's thoughts play a significant role in these exams, and these maybe directly linked to social class.

E Communicating sociologically informed views – maximum of **10** marks available.

Marxism

Marxism, as a structural approach, views education as part of the capitalist system. The Marxist idea of the bourgeoisie and the proletariat is also reflected in the Marxist perspective on education.

Marxists argue that the upper class, the bourgeoisie, benefit from the educational system significantly more than the middle class, as they can afford more prestigious schools, such as private institutions, which offer greater opportunities, and in general possess more resources that assist in the educational process. These ideas in Marxism are extrapolated to inequality within the social structure, particularly the economic system.

Marxism identifies the root of the problem in the economic system and the structure of society and more frequently use quantitative data, such as statistics, research findings, and examination data.

It is clear from both sociological studies and statistics that the issue remains relevant today, as research and data show that the education system is still structured in such a way that it benefits wealthier families. This means that a trend favoring the upper class is emerging, which perpetuates class inequality in education.

Nevertheless, the study's findings focused on overall academic performance rather than specific subjects, so it makes sense to examine whether class inequality affects performance across all subjects or only in practical ones, such as mathematics.

In conclusion, it can be confidently stated that the data from sociological studies do not align with the common-sense view.

For example, studies provide statistics such as percentage-based academic performance metrics comparing students from low-income families with those from wealthy, high-income families, which contradicts the notion that personal abilities have a greater influence than financial status and background.

Furthermore, factors such as private schools—which low-income families cannot afford—are the most effective, which contradicts common-sense statements like "the most capable succeed" and "the poor must try harder."

The implication of these findings is that if nothing changes, the problem of class inequality and poverty as a whole will remain cyclical, passing the problem on to each subsequent generation.

This means that the government should find a way to reform the education system so that children from low-income families have no fewer chances of success than children from more affluent families.

For example, making educational resources such as tutors and educational games more accessible to all segments of the population.

Education and poverty

https://www.jrf.org.uk/uk-poverty-statistics/education?utm_source=chatgpt.com

Education inequalities

https://ifs.org.uk/inequality/education-inequalities/?utm_source=chatgpt.com

Reproduction: social class inequality in education

https://www.cambridge.org/core/books/abs/schooling-inequality/reproduction-social-class-inequality-in-education/8D617E6D0E276D0ED0CBF43D44891CF5?utm_source=chatgpt.com

E Communicating sociologically informed views – maximum of 10 marks available.

It is clear from both sociological studies that the issue is still relevant today, as rape cases are still high. The trends are that men don't report rape cases as they feel embarrassed or they aren't confident enough to talk to someone about it. Research findings didn't consider men getting raped and the statistics. To understand this topic better, future studies should include clear statistics of men being raped. The stigma of under-reporting is also problematic because it creates difficulty in policy responses and leaves the survivor unsupported.

Feminist theory can be explained in terms of rape as an act of power and control. It challenges the notion of rape as a sexual act, highlighting its function as a form of male dominance and patriarchy. Radical feminists believe that criminal justice systems are male-dominated (67% are male officers in Scotland). Radical feminists are also interested in how men use their strength to overpower women and make it hard for women to refuse men.

Liberal feminists believe that men are more likely to be prosecuted for their violent crimes. According to Anne Oakley, canalisation channels children towards appropriate toys. This means that boys in childhood are given toys like boxing figures, tools, guns, and swords, so that they can learn aggression, while girls are given kitchen sets, making them learn that they are only for household tasks. This tells us that it is no surprise that males are prosecuted due to being violent. Expectations show that males are physically stronger, aren't meant to show any sign of weakness. This might make men hesitate to report assault or rape due to thinking they should 'man-up'.

The evidence has refuted the common-sense view that women are raped because they drink and wear revealing clothes. This is not right, as rape can happen for any reason. If it were about clothes, why are men and children the victims? There is evidence of labelling; the person who has committed this crime will now have a master status as a rapist. They won't be able to find jobs due to the master status, and their social lives will be affected. They will also end up losing people around them, making them lonely. The government should bring changes so that the raped and sexually abused are heard. The government has come up with a strategy for tackling this called Violence Against Women and Girls. This includes teachers to tackling misogyny in the classroom with a view to reducing violence. Young people should know how to report rape cases anonymously. They should learn about consent and respect. Abused men can't open up due to being judged. Usually, it is observed that the victim gets blamed instead of the offender, and most of the offenders do not get punished, as the victims do not report properly. The police should have courses on labelling, as they only focus on a certain group.