Sociology A – level Bridging Task

Using the information in the Social class and educational attainment Bridging task resource you need to complete the sheet below in preparation for discussion in one of your first A-level Sociology lessons in September. You will then be assessed further on your knowledge of the topic.

The questions in the table are the basis of further discussion, you will need to make notes for each question to give you a full understanding for you discussion. The resource sheets that are linked are a starting point to help you with your answers, but further research should also be done to help your answers.

Useful links may include

The Guardian (especially the education section) - <https://www.theguardian.com/uk>

BBC News – education and family - <https://www.bbc.co.uk/news/education>

Article on working class children and university - <https://www.theguardian.com/society/2003/aug/05/socialexclusion.highereducation>

Harkness- Notes and Reflection

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| **Topic**: Education and social class | | | **Lesson:** Bridging Programme | | | | | | | | | |
| **Questions**  Remember this is a discussion – you will need to show some evaluation in your answers where possible   * What is material deprivation? Example different ways in which it can disadvantage some students. * Why may material deprivation not be as important as a factor * What is meant by cultural deprivation and example how this effects social class and attainment? * What are the key points of Connors study into cultural deprivation? * What is meant by ‘Cultural Capital’? In your opinion does it exist? * Using examples and studies outline the ways in which the middle classes use ‘Cultural Capital’ in education. * Outline with examples the ways in which factors ‘in school’ may affect social class and attainment. * How might social class affect university study? * Outline the key points of an article that has interested regarding social class and education | | | | | | | | | | | | |
| **Assessment of Discussion** | | | | | | | | | | | | |
|  | | | | **Before** | | | | | **After** | | | |
| **Red** | | **Amber** | **Green** | | **Red** | **Amber** | | **Green** |
| Why inner cities fell into decline | | | |  | |  |  | |  |  | |  |
| How can deprivation be measured (causes) | | | |  | |  |  | |  |  | |  |
| Government policies to solve the issue | | | |  | |  |  | |  |  | |  |
| **Reflection on Personal Contribution to the learning process** | | | | | | | | | | | | |
|  | **Insignificant** | **Below average** | | | **Average** | | | **Significant** | | | **Very Significant** | |
| **Quantity** |  |  | | |  | | |  | | |  | |
|  |  |  | | |  | | |  | | |  | |
| **Quality** |  |  | | |  | | |  | | |  | |
| **Use of data/examples** |  |  | | |  | | |  | | |  | |
| **Targets for learning:**  What do I need to consolidate after this discussion?  What should I follow up on after this discussion?  What should I do to extend my understanding of this topic AND the surrounding issues. | | | | | | | | | | | | |