# EDU010 Cultural capital and habitus — Mark_Guidance

*Apply Bourdieu to institutional recognition and unequal advantage.*

## Theory and concept reset

This resource deliberately reteaches the core concepts before asking learners to apply them. Learners should be able to explain the mechanism, not simply recall a name.

| Concept | How it works | Evaluation question |
|---|---|---|
| cultural capital | Explain how cultural capital can shape school experience, opportunity or judgement. | What evidence would make this explanation stronger or weaker? |
| habitus | Explain how habitus can shape school experience, opportunity or judgement. | What evidence would make this explanation stronger or weaker? |
| field | Explain how field can shape school experience, opportunity or judgement. | What evidence would make this explanation stronger or weaker? |
| symbolic violence | Explain how symbolic violence can shape school experience, opportunity or judgement. | What evidence would make this explanation stronger or weaker? |
| institutional recognition | Explain how institutional recognition can shape school experience, opportunity or judgement. | What evidence would make this explanation stronger or weaker? |

## Named research

Bourdieu: capital becomes valuable when institutions recognise it

Reay: classed identities and emotional work in education

Sullivan: cultural knowledge, reading and attainment associations

## Learner route task

**Access:** Use the vocabulary bank and complete the mechanism chain.

**Scaffold:** Use prompts to link concept, evidence and application.

**Core:** Write an independent developed paragraph.

**Stretch:** Compare two explanations and qualify the judgement.

## Exam practice

Using Item A, analyse two ways cultural capital may affect educational achievement. [10 marks]

Planning space:

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## Teacher guidance and indicative answers

Strong responses define the concept accurately, make the social mechanism explicit, apply it to the question or item and evaluate the strength of the evidence. Do not reward name-dropping without explanation.

Likely misconceptions: treating an association as causal, assuming learners are passive, or writing a generic criticism that does not alter the judgement.