

# EDU014 — Class achievement explanations in combination

## Knowledge Organiser

Objective: Evaluate how material resources, cultural capital, language, labelling and grouping interact in explanations of social-class differences in achievement.

### Core concepts

material deprivation: define it, connect it to a mechanism and prepare one example for a 10-mark or 30-mark response.

cultural capital: define it, connect it to a mechanism and prepare one example for a 10-mark or 30-mark response.

habitus: define it, connect it to a mechanism and prepare one example for a 10-mark or 30-mark response.

labelling: define it, connect it to a mechanism and prepare one example for a 10-mark or 30-mark response.

setting and streaming: define it, connect it to a mechanism and prepare one example for a 10-mark or 30-mark response.

opportunity cost: define it, connect it to a mechanism and prepare one example for a 10-mark or 30-mark response.

interaction effect: define it, connect it to a mechanism and prepare one example for a 10-mark or 30-mark response.

causal pathway: define it, connect it to a mechanism and prepare one example for a 10-mark or 30-mark response.

### Theory and evidence map

#### Bourdieu

Idea: Cultural capital and habitus help explain why some forms of knowledge, language and confidence are recognised as “ability”.

Evaluation: Evaluate by considering agency, school variation and whether pupils can acquire new capital.

#### Bernstein

Idea: Speech codes can affect how pupils interpret school tasks and how teachers read pupil competence.

Evaluation: Avoid deficit assumptions: the issue is institutional valuation of language, not lack of language.

### Douglas

Idea: Parental interest is linked to achievement, but sociological analysis must explain the resources, time and institutional knowledge behind that pattern.

Evaluation: Evaluate by avoiding blame and by considering material constraints.

### Ball

Idea: Choice and marketisation can advantage families with knowledge, confidence and transport.

Evaluation: Evaluate policy claims by asking who can access the policy and who benefits most.

### Common misconceptions

A social pattern is not automatically a causal explanation.

A named sociologist is not evidence unless the finding and mechanism are explained.

Evaluation must change the judgement, not merely add a “however” sentence.

Averages can hide differences within groups.

### Assessment success criteria

| AO1: knowledge                                    | AO2: application                                                      | AO3: analysis/evaluation                                                |
|---------------------------------------------------|-----------------------------------------------------------------------|-------------------------------------------------------------------------|
| Use accurate concepts, studies and theorists.     | Apply directly to the item, question wording and educational context. | Explain mechanisms, compare explanations and evaluate evidence.         |
| Do not name-drop: explain the idea and mechanism. | Do not write a generic essay that could fit any question.             | Do not bolt on “however”; show why the criticism changes the judgement. |
| High grade: precise and selective knowledge.      | High grade: item use integrated into the paragraph.                   | High grade: qualified judgement about strength and limits.              |