

The Functionalist perspective on education	Reading/ Resources	Key concepts, sociologists, research studies and examples	Test yourself practice assessment questions
<p>There are four key functions of education:</p> <ul style="list-style-type: none"> • Creating social solidarity • Teaching skills necessary for work • Teaching core values • Role Allocation (and meritocracy) <p><i>Students need to be able to explain how education performs these functions, with examples and evaluations.</i></p>	<p>Core knowledge and evaluations</p> <p>The functionalist perspective on education</p> <p>Evaluating the functionalist perspective on the role of education</p> <p>Extension/ In the News</p> <p>Emile Durkheim's view on the role of education in society</p> <p>Talcott Parson's perspective on education</p>	<p>Concepts (definitions)</p> <ul style="list-style-type: none"> • Organic analogy • Value consensus • Role allocation • Particularistic/ Universalistic values • Specialist skills • Social solidarity • Meritocracy • National identity <p>Sociologists</p> <p>Durkheim, Parsons, Davis and Moore</p> <p>Studies/ evidence/ examples</p> <ul style="list-style-type: none"> • The fact that schools 'work' for most pupils (educating Yorkshire etc). • The increase in Vocational Education • The fact that people with degrees earn 85% more than those without degrees • Truancy and exclusion statistics. 	<p>Basic recap questions and pop quizzes</p> <p>Functionalism or Marxism? – quizlet flashcards</p> <p>What's the difference between functionalism and Marxism?</p> <p>Exam style questions</p> <p>Outline three functions which education might perform for society (6 marks)</p> <p>Evaluate the functionalist view of the role of education in society (30 marks, long version)</p> <p>Evaluate the functionalist view of the role of education in society (30 marks, short essay-plan version)</p> <p>Applying material from Item B and your knowledge, evaluate sociological explanations of the role of education in transmitting ideas and values. (30 marks long version from the 2017 paper 1 exam).</p>

The Marxist perspective on education	Reading/ Resources	Key concepts, sociologists, research studies and examples	Test yourself practice assessment questions
<p>Traditional Marxism</p> <p>Education works in the interests of the elite and the middle class:</p> <ul style="list-style-type: none"> • School forms part of the ideological state apparatus • It reproduces class inequality • It legitimates class inequality. • Education works in the interests of capitalist employers <p>Neo-Marxism (Paul Willis)</p> <p>Students are active not passive, but membership of the counter school culture still leads to inequality</p> <p><i>Students need to be able to explain how education performs these functions, with examples and evaluations.</i></p>	<p>Core knowledge and evaluations</p> <p>The Marxist perspective on education (includes Paul Willis)</p> <p>Bowles and Gintis – The Correspondence Principle</p> <p>Bowles and Gintis – The Illusion of the Equality of Opportunity</p> <p>Evaluating the Marxist perspective on education</p> <p>Paul Willis: Learning to Labour</p> <p>Extension/ In the News</p> <p>Why intelligence doesn't explain success</p>	<p>Concepts (definitions)</p> <ul style="list-style-type: none"> • Ideological state apparatus • Repressive state apparatus • Ideological tool • Dominant ideology • Correspondence theory • The hidden/informal curriculum <p>Sociologists</p> <p>-Bowles and Gintis (1976) Schooling in Capitalist America -Paul Willis (1977) Learning to Labour</p> <p>Studies/ evidence/ examples</p> <p>Contemporary evidence you need to be able to apply</p> <ul style="list-style-type: none"> • The fact that schools 'work' for most pupils (educating Yorkshire etc). • The increase in Vocational Education • The fact that people with degrees earn 85% more than those without degrees • Truancy and exclusion statistics • <i>All of the evidence on the relationship between social class and educational achievement.</i> 	<p>Basic recap questions and pop quizzes</p> <p>Functionalism or Marxism? – quizlet flashcards</p> <p>What's the difference between functionalism and Marxism?</p> <p>Exam style questions</p> <p>Assess the Marxist view of the role of education in society (30 marks, full essay).</p>

The Neoliberal/ New Right perspectives on education	Reading/ Resources	Key concepts, sociologists, research studies and examples	Test yourself practice assessment questions
<p>Neoliberalism key ideas</p> <ul style="list-style-type: none"> - The state should not provide public services - The state should encourage competition through deregulation, low taxation and privatization <p>The New Right</p> <p><i>A conservative viewpoint which Incorporates many neoliberal ideas.</i></p> <ul style="list-style-type: none"> • Believe in the marketization of education (parental choice and schools competing for pupils) • The 1988 Education Reform act was introduced to create a market in education • Voucher systems have also been proposed 	<p>Core knowledge and evaluations</p> <p>Neoliberalism and the New Right: An Introduction</p> <p>Neoliberal and New Right views on education</p> <p>Evaluating the New Right View of Education</p> <p>Extension/ In the News/ links</p> <p>Also see the 1988 Education Reform Act</p>	<p>Concepts (definitions)</p> <ul style="list-style-type: none"> • Privatisation • Marketisation • Parentocracy • Voucher Systems <p>Sociologists</p> <p>Chubb and Moe (voucher systems)</p> <p>Studies/ evidence/ examples</p> <p>See those relevant to the 1988 Education reform act, under policies.</p>	<p>Basic recap questions and pop quizzes</p> <p>Functionalist, Marxist and New Right perspectives on education – recap/ test yourself video</p> <p>Sociological perspectives on education summary grid (includes late and postmodernism)</p> <p>Exam style questions</p> <p>Applying material from Item A, analyse two effects of increased parental choice on pupils' experience of education. (10 marks, full question with item and answer).</p>

Sociological Perspectives Applied to Work	Reading/ Resources	Key concepts, sociologists, research studies and examples	Test yourself practice assessment questions
<p>All of the three main perspectives explicitly comment on how education relates to work, and all of the main education policies had vocational elements within them, so this is really just a review topic that fuses these two together</p> <p>Perspectives to apply:</p> <ul style="list-style-type: none"> • Functionalism • Marxism • The New Right • Feminism (focusing on subject choice) <p>Education polices to draw on</p> <ul style="list-style-type: none"> • Vocational education • Apprenticeships 	<p>Core knowledge and evaluations</p> <p>Sociological perspectives on the relationship between education and work</p> <p>Sociological perspectives on vocational education</p> <p>Extension/ In the News</p> <p>Does Britain have a class ceiling? (80% of the UK population still thinks class is a barrier to social mobility).</p> <p>Also see</p> <p>Posts from Policies, social class, gender and subject choice.</p>	<p>Concepts (definitions)</p> <ul style="list-style-type: none"> • Role allocation • Meritocracy • Correspondence principle • The reproduction of class inequality • The counter school culture • Vocationalism <p>Policies</p> <ul style="list-style-type: none"> - New Vocationalism - Modern Apprenticeships <p>Studies/ evidence/ examples</p>	<p>Basic recap questions and pop quizzes</p> <p>N/A.</p> <p>Exam style questions</p> <p>Evaluate-Sociological Perspectives on Vocational Education (30)</p>

The significance of education policies (part 1)	Reading/ Resources	Key concepts, sociologists, research studies and examples	Test yourself practice assessment questions
<p>The 1988 Education Reform Act</p> <ul style="list-style-type: none"> - Principles: Marketisation/ parentocracy - Specifics: League tables/ formula funding/ OFSTED/ national curriculum <p>New Labour’s Education Policy Reforms 1997 – 2010</p> <ul style="list-style-type: none"> • Carried on with marketisation (more targets and specialist schools) • Academies • Education Maintenance Allowance • Sure Start <p>Coalition and Conservative education reforms since 2010</p> <ul style="list-style-type: none"> • Funding cuts • Forced academisation • Free schools • Pupil Premium <p>There are two major questions the exam board has traditionally asked:</p> <ul style="list-style-type: none"> • To what extent have these policies raised standards in education • To what extent have these policies improved equality of opportunity? 	<p>Core knowledge and evaluations</p> <p>The 1988 Education reform act</p> <p>New Labour’s Education Policies (1997-2010)</p> <p>2010–2015 – The Coalition Government’s education policies –</p> <p>Extension/ In the News</p> <p>The 1944 Tripartite system and comprehensive schooling (the syllabus doesn’t say students need to know this, but some historical context might be useful and interesting!)</p> <p>Are league tables good for education?</p> <p>Free Schools – arguments for and against</p>	<p>Concepts (definitions)</p> <ul style="list-style-type: none"> • Parentocracy • The New Right • League Tables • The National Curriculum • Selection by mortgage • Teaching to the test • Polarisation • Sink schools • The school-parent alliance • Disconnected choosers and skilled choosers • Cultural and social capital • Academies • Free Schools • Sure Start • Education Maintenance Allowance • Vocationalism • Modern Apprenticeships • Compensatory education • Free schools 	<p>Basic recap questions and pop quizzes</p> <p>Education policies in the UK – a very brief overview</p> <p>Exam style questions</p> <p>Analyse two ways in which marketization policies may have increased inequality of educational opportunities for some students (10)</p> <p>Assess the view that education policies since 1988 have improved equality of educational opportunity (30)</p>

The significance of education policies (part 2)	Reading/ Resources	Key concepts, sociologists, research studies and examples	Test yourself practice assessment questions
<p>In addition to all of the above, students also need to be able to address all of the cross-cutting aspects of education policies as below</p> <ul style="list-style-type: none"> • Perspectives on selection as an educational policy • Perspectives on the increased privatisation of education • How is globalisation affecting educational and educational policy? • Perspectives on Compensatory Education <p>Also: don't forget about vocational policies, which are covered in the next section!</p>	<p>Core knowledge and evaluations</p> <p>Selective Education Since Comprehensivisation</p> <p>The Privatisation of Education</p> <p>Globalisation and education</p> <p>Compensatory Education</p> <p>Extension/ In the News</p> <p>Arguments for and Against Reintroducing Grammar Schools – class notes</p> <p>Technology companies and the digital privatisation of education</p> <p>The effect of private schools on future income</p>	<p>Concepts (definitions)</p> <p><i>All of the concepts above and especially...</i></p> <ul style="list-style-type: none"> • Catchment areas • Selection by aptitude • Covert selection • Selection by mortgage • Exogenous privatization • Endogenous privatization <p>Studies/ evidence/ examples</p>	<p>Basic recap questions and pop quizzes</p> <p>N/A</p> <p>Exam style questions</p> <p>Outline three ways in which education has become increasingly privatised in recent years (6 marks)</p> <p>Using material from item A, analyse two ways in which globalisation may have changed pupils' experience of education (10)</p>

Social class and educational achievement	Reading/ Resources	Key concepts, sociologists, research studies and examples	Test yourself practice assessment questions
<p>Key focus – why do lower classes underachieve compared to the middle classes? Is it mainly home background, or school-based factors that explain this difference?</p> <ul style="list-style-type: none"> • Intro – An overview of the trends and main theories • Material Deprivation Theory • Cultural Deprivation Theory • Cultural and Social Capital Theory • In School Factors and Class Differences in Education 	<p>Core knowledge and evaluations</p> <p>The effects of material deprivation on education</p> <p>Evaluating the effects of material deprivation in the UK</p> <p>The effects of cultural deprivation on education</p> <p>The effects of cultural and social capital on education</p> <p>Social Class and in-school factors and differential educational achievement</p> <p>Extension/ In the News</p> <p>Cultural Capital and Education</p> <p>Why do working class kids lack aspiration?</p>	<p>Concepts (definitions)</p> <ul style="list-style-type: none"> • Social class • Cultural deprivation and material deprivation • Cultural Capital and Social Capital • Restricted speech code and Elaborated speech code (Bernstein) • Immediate gratification and Deferred gratification (Sugarman) • The underclass • NEETs • Skilled choosers and disconnected choosers • Counter school culture <p>Sociologists/ Studies/ evidence/ examples</p> <ul style="list-style-type: none"> • Paul Willis' learning to Labour • Howard Becker (1960s) – Labelling and the ideal pupil • Mac An Ghail (1994) – different class subcultures <p>Contemporary</p> <ul style="list-style-type: none"> • Gibson and Asthana (1999) – the effects of material deprivation on education • The Sutton Trust (2008) – Lack of poor pupils in high performing schools • Melanie Phillips New Right view of the Underclass • Forsyth and Furlong (2003) – Poverty puts you off university • Leon Feinstein (2003) money and the restricted speech code • Diane Reay (1997) – Middle class mothers make the difference • Stephen Ball (2003) – Middle class parents have cultural capital – skilled choosers 	<p>Basic recap questions and pop quizzes</p> <p>Social class and educational achievement key terms – quizlet</p> <p>Exam style questions</p> <p>Outline two ways in which material deprivation may affect educational achievement (4 marks)</p> <p>Outline two ways in which cultural deprivation may affect educational achievement (4 marks)</p> <p>Analyse two ways in which cultural capital may give some children an advantage in education (10 marks)</p> <p>To what extent do home factors explain social class differences in educational achievement? (30 marks)</p>

Gender and educational achievement	Reading/ Resources	Key concepts, sociologists, research studies and examples	Test yourself practice assessment questions
<p>Key focus – There isn't one - a huge topic that the AQA has let get out of hand – several areas.</p> <ul style="list-style-type: none"> • Intro – An overview of the trends and main questions • Out of school factors which explain the gender gap • In School factors which explain the gender gap • Gender and Subject Choice • Gender identities and education • The Feminist Perspective on Education • Education Policy and Gender 	<p>Core knowledge and evaluations</p> <p>What is the gender gap in education?</p> <p>Explaining the Gender Gap in Education – External Factors</p> <p>Evaluating the role of External Factors in Explaining the Gender Gap in Education</p> <p>Explaining the Gender Gap in Education – In School Factors</p> <p>Gender and subject choice</p> <p>Gender and identity – revision notes</p> <p>Extension/ In the News</p> <p>The moral panic over boys' underachievement in education</p>	<p>Concepts (definitions)</p> <ul style="list-style-type: none"> • Industrialisation and de-industrialisation • Crisis of Masculinity • Counter school culture • Ladette culture • Hyper-masculinity • Feminisation of teaching • The Male Gaze • Feminism • The gender gap • Service sector • Primary socialisation • Gendered subject domains • Gender stereotyping • Gender identity • Gender regimes <p>Studies/ evidence</p> <p>Classic –</p> <ul style="list-style-type: none"> • Mac an Ghail (crisis of masculinity) • Sue Sharpe (1990)– Just like a girl (changes to female aspirations) • Fiona Norman (1988) • Willis (1977)/ Sewell (1997) – Anti-School Cultures (boys) • John Abraham (1986) – labelling – typical boys/ typical girls. • Mach An Ghail – working class and middle class masculinities in school <p>Contemporary</p> <ul style="list-style-type: none"> • Social Trends (latest) – More women in work • ONS stats – changes to family life • Carolyn Jackson (2006) laddish behaviour and boys • Louis Archer (2007): Working class girls and the anti-school subculture (like Willis!) 	<p>Basic recap questions and pop quizzes</p> <p>Gender and education summary grid</p> <p>Exam style questions</p> <p>Outline three reasons why girls are less likely to choose science subjects than boys (6 marks, NB multiple questions in post!)</p> <p>Analyse two reasons why women remain economically disadvantaged compared to men despite the increase in the gender gap in educational achievement (10)</p> <p>Analyse two reasons for gender differences in subject choice (10)</p>

Ethnicity and educational achievement	Reading/ Resources	Key concepts, sociologists, research studies and examples	Test yourself practice assessment questions
<p>Key Focus: why is there differential educational achievement by ethnicity? Is it down home background – class and cultural factors, or school-based factors that explain this difference?</p> <ul style="list-style-type: none"> • Introduction: Key Trends and An Overview of the Theories • Material Deprivation Theory • Cultural Deprivation and Cultural Capital Theory • In-School Factors 	<p>Core knowledge and evaluations</p> <p>Material Deprivation and Ethnicity</p> <p>Cultural factors and ethnicity</p> <p>In school factors and institutional racism</p> <p>The relative importance of gender/ class and ethnicity in differential educational achievement</p> <p>White Working-Class Underachievement</p> <p>Extension/ In the News</p> <p>Tony Sewell – explaining black boys underachievement</p> <p>Analysis of a 2014 government report on white working-class underachievement</p>	<p>Concepts (definitions)</p> <ul style="list-style-type: none"> • Material deprivation • Labelling • Stereotyping • Hyper-masculinity • Ethnocentric curriculum • Institutional Racism • A-C-Economy • Prejudice • Discrimination • Tiger Parenting <p>Sociologists Studies/ evidence/ examples</p> <ul style="list-style-type: none"> • Cecile Wright (1992) – labelling in primary schools • David Gilborn (1990) – labelling in secondary schools <p>Contemporary</p> <ul style="list-style-type: none"> • Stephen Strand (2007) – analysis of the Longitudinal study of young people • Crozier (2004) – Pakistani and Bangladeshi keep their distance from schools • Burgess and Wilson (2008) white students • Tony Sewell (1997) – the culture of anti-school black masculinity • Tariq Modood (2005) – the race divide at university • Gilbourn and Youdell (1999) – rationing education • G. Bhatti – Asian children experience racist bullying in secondary schools • Mac AN Ghail (1998) Young, gifted and black 	<p>Basic recap questions and pop quizzes</p> <p>N/A</p> <p>Exam style questions</p> <p><u>Assess the claim that ‘ethnic difference in educational achievement are primarily the result of school factors’ (30)</u></p>

In school processes	Reading/ Resources	Key concepts, sociologists, research studies and examples	Test yourself practice assessment questions
<p>Interactionists prefer to focus on micro-level in-school process in order to explain differences in educational achievement.</p> <p>There are four main in-school processes:</p> <ul style="list-style-type: none"> • Teacher Stereotyping and the self-fulfilling prophecy • Banding, streaming and setting, including educational triage • Student responses to the experience of schooling: school subcultures • School Ethos and The Hidden Curriculum 	<p>Core knowledge and evaluations</p> <p>Teacher labelling and the self-fulfilling prophecy</p> <p>Pupil subcultures – student responses to the experience of schooling.</p> <p>School Ethos and The Hidden Curriculum</p> <p>See also</p> <p>‘the in-school processes’ sections of the class, gender and ethnicity topics</p>	<p>Concepts (definitions)</p> <ul style="list-style-type: none"> • Labelling theory and the self-fulfilling prophecy • Banding and Streamin • Subcultures • The Hidden Curriculum • School Ethos • Educational Triage • Deterministic <p>Sociologists</p> <ul style="list-style-type: none"> • Gilborn and Youdell • Becker • Stephen Ball • Rosenthal and Jacobson • Paul Willis 	<p>Basic recap questions and pop quizzes</p> <p>N/A</p> <p>Exam style questions</p> <p>Applying material from Item A, analyse two reasons why some pupils join pupil subcultures (10)</p> <p>Evaluate the view that differences in educational achievement between social groups are the result of factors and processes within schools (30)</p>