

# The Role of Education

## Revision

### Objectives

- To revise what the theoretical perspectives believe the role of education is.
- To begin to develop AO2 skills and apply this to the theories of education.
- To develop essay technique, especially planning essays and AO2 skills.

# Starter

Using your post-it note write a question on it.

This question will be something that you are unsure about regarding one of the perspectives and what they say about education.

# Card sort activity

- In your groups sort the sociological names and key concepts into the correct perspective.

## Functionalism

Durkheim  
Parsons  
Davis and Moore

*Value Consensus*  
*Universalistic values*  
*Meritocracy*  
*Role Allocation*  
*Society in Miniature*

## New Right

Chubb and Moe

*Marketisation*  
*State*  
*Private*  
*Competition*  
*Consumer*  
*Conservative*  
*National Identity*

## Marxism

Althusser  
Bowles and Gintis  
Paul Willis

*Capitalist relations of production*  
*Correspondence theory*  
*Cultural Capital*  
*Hidden Curriculum*  
*Ideology*  
*Myth of Meritocracy*  
*Counter School*  
*Subcultures*

## Post Modernism

Usher and Thompson

*Fordism*  
*Post-Fordism*  
*Choice*  
*Uncertainty*  
*Diversity*  
*New Technology*

## Interactionism

Becker  
Hargreaves  
Rosenthal and Jacobson

*Labelling*  
*Self fulfilling prophecy*  
*Teacher expectations*  
*Pupil adaptations*

## MORE CONCEPTS

Achieved status  
Social action  
Polarisation  
Fragmentation of knowledge  
Ideological state apparatus  
Stratification  
Status frustration

- Look at the following pictures

HOW DO THEY RELATE  
TO SOCIOLOGICAL  
THEORY?







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## University guide

 Change subject 


### Mathematics

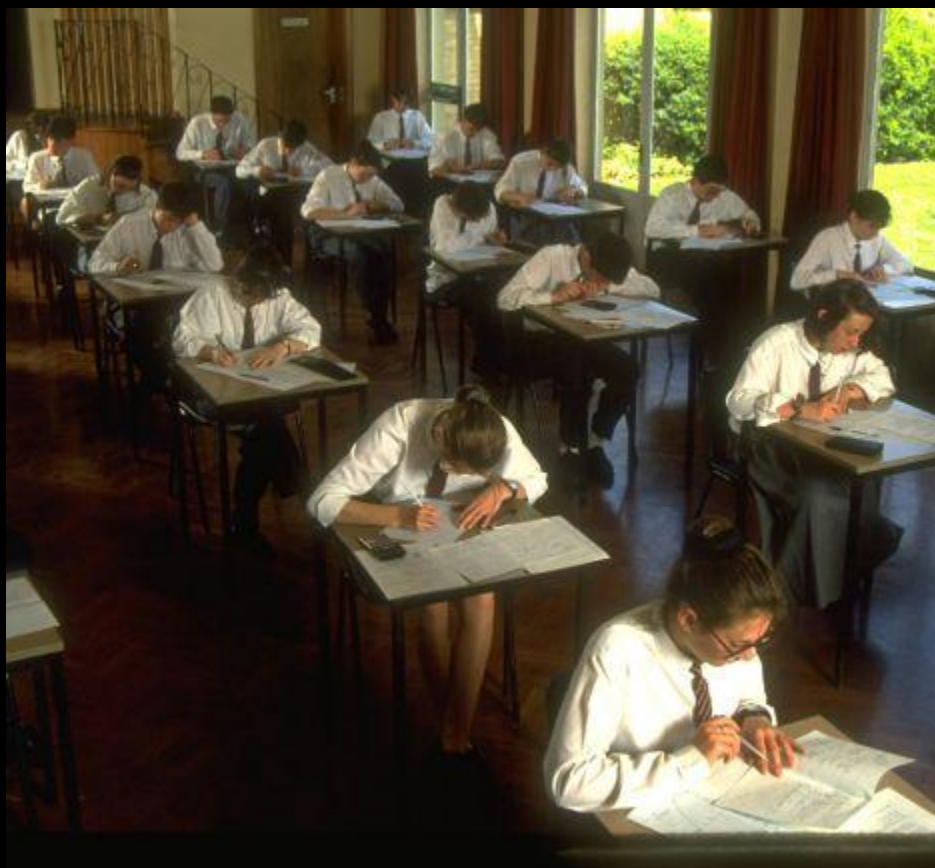
Includes mathematics, operational research, statistics and other mathematical and computing sciences.

 Find university 


 Choose tariff 


Institution	Guardian score / 100	Staff score / 6	Spend per student score / 6	Student:staff ratio score / 6	Job prospects score / 10	Value added score / 6	Entry score / 10	Inclusiveness score / 6
<a href="#">Cambridge</a>	83.00	6	8	5	10	3	10	1
<a href="#">Oxford</a>	80.97	6	6	5	9	4	10	1
<a href="#">Southampton</a>	76.27	6	4	6	8	3	8	2
<a href="#">Bath</a>	74.60	6	3	5	8	3	10	1
<a href="#">Leeds</a>	74.57	6	4	6	7	3	8	2
<a href="#">University College London</a>	73.80	5	3	4	9	3	9	5
<a href="#">Bristol</a>	73.23	6	4	5	7	3	9	2
<a href="#">Warwick</a>	72.90	6	3	5	7	3	10	1
<a href="#">Imperial College</a>	72.57	6	4	4	7	3	9	4





## Marking exercise

What score will you give it???

1. Highlight the AO1 in one colour
2. Highlight the AO2 in another colour
3. Look closely at the essay and annotate the strengths and areas for improvement

# Exam practice

- Using material from ~~Item 1A~~ and elsewhere, assess Functionalist views of the role of education

Functionalists see society as a system of interdependent parts held together by a shared value system. This means that there is agreement among members of society about what is important and worth having or striving for.

A key role of the education system is to pass on these values and thus contribute to the smooth running of society. Critics of the functionalist perspective suggest that the education system serves the interests of a minority rather than of society as a whole. They argue that the education system operates as an agent of social control and that schools help to reinforce existing social class inequalities.

# Exam practice

- Using material from Item 1A and elsewhere, assess the Marxist view of the role of education

Marxist sociologists believe that one of the purposes of education in a Capitalist society is to produce a passive, obedient workforce who will work to the benefit of the capitalist class. In school, students learn to accept hierarchy. They have very little control over what they are taught and power lies with teachers. This prepares students for the workplace, where they will be expected to obey supervisors and managers.

Marxists reject the idea that the education system is meritocratic and argue that social class is the main factor influencing academic achievement.

Reynolds (1984) has criticised the Marxist view, claiming that the curriculum in British schools does not promote the values of capitalism, nor does it encourage uncritical or passive behaviour. Instead, schools emphasise academic rather than vocational studies and encourage a liberal view of education, with the arts and humanities playing a major part in the curriculum.

# Exam practice

- Using material from Item 1A and elsewhere, assess the view that the main function of education is to integrate individuals into society's shared culture.

According to one view, society could not continue to exist if its members were not integrated into a single shared culture or value system. Without this integration, social life and cooperation between individuals would be impossible, since there would be no consensus and society would cease to exist.

The family, although it plays a vital role in socialising individuals, is incapable of achieving this integration. This is because it operates on the basis of particularistic norms, whereas the education system, like society at large, operates on universalistic norms. In this view, therefore, only the school can equip individuals with a set of shared norms and values suitable for participating in the wider society. For this reason, the school is the 'focal socialising agency' in modern society.

# Perspectives countdown

- [http://www.educationforum.co.uk/sociology\\_2/purposedcountdown.htm](http://www.educationforum.co.uk/sociology_2/purposedcountdown.htm)