**Education Revision Checklist**

1.The role and purpose of education, including vocational education and training, in contemporary society

2 Differential educational achievement of social groups by social class, gender and ethnicity in contemporary society

3 Relationships and processes within schools, with particular reference to teacher/pupil relationships, pupil subcultures, the hidden curriculum, and the organisation of teaching and learning

4 The significance of educational policies, including selection, comprehensivisation and marketisation, for an understanding of the structure, role, impact and experience of education

5 The application of sociological research methods to the study of education.

Knowledge in focus :

**1 The role and purpose of education, including vocational education and training, in contemporary society**

• Functionalist and New Right views of the role and purpose of education:

transmission of values, training workforce

• Marxist and other conflict views of the role and purpose of education: social control, ideology, hegemony; ‘deschoolers’ (Illich, Friere): socialisation into conformity by coercion page

• Vocational education and training: the relationship between school and work: human capital, training schemes, correspondence theory.

**2 Differential educational achievement of social groups by social class, gender and ethnicity in contemporary society**

• Statistics on educational achievement by class, gender and ethnicity; trends over time

• Social class and educational achievement: home environment; cultural capital, material deprivation; language (Bernstein); school factors, relationship between achievement by class in education and social mobility

• Gender and educational achievement: feminist accounts of gender-biased

schooling; the concern over boys’ ‘underachievement’ and suggested reasons;

subject choice; gender identities and schooling

• Ethnicity and educational achievement: patterns; reasons for variations;

multicultural and anti-racist education; experience of minorities in different types of schools

• The relationship between class, gender and ethnicity

• The effects of changes on differential achievement by social class, gender and ethnicity.

**3. Relationships and processes within schools, with particular reference to**

**teacher/pupil relationships, pupil subcultures, the hidden curriculum, and the organisation of teaching and learning**

• School processes and the organisation of teaching and learning: school ethos;

streaming and setting; mixed ability teaching; the curriculum; overt and hidden

• The ‘ideal pupil’; labelling; self-fulfilling prophecy

• School subcultures (eg as described by Willis, Mac an Ghaill) related to class,

gender and ethnicity

• Teachers and the teaching hierarchy; teaching styles

• The curriculum, including student choice.

**4 The significance of educational policies, including selection,**

**comprehensivisation and marketisation, for an understanding of the structure, role, impact and experience of education**

• Independent schools

• Selection; the tripartite system: reasons for its introduction, forms of selection, entrance exams

• Comprehensivisation: reasons for its introduction, debates as to its success

• Marketisation: the 1988 reforms – competition and choice; new types of schools (CTCs, academies, specialist schools, growth of faith schools)

• Recent policies in relation to the curriculum, testing and exam reforms, league tables, selection, Special Educational Needs (SEN), etc

• Recent policies and trends in pre-school education and higher education.

**5 MIC The application of sociological research methods to the study of education**

This may be taught either integrated with the content listed above, or at the end of study of the topic, or by a combination of both approaches:

• Quantitative and qualitative data in education; the dominance of statistics (eg exam results, league tables)

• Positivist and interpretivist approaches as applied to education

• Issues, strengths and limitations and examples of the application to the study of education of the main sources of data studied (see Sociological Methods section):

o questionnaires

o interviews (formal/structured; informal/unstructured)

o participant and non-participant observation

o experiments

o use of documents, official statistics and other secondary data

• The theoretical, practical and ethical considerations influencing choice of topic, hoice of method(s) and the conduct of research on education.