Education Checklist

| **Specification and content** | **Covered ✓** | **RAG** | **RAG** |
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| 1. **The role and functions of the education system, including its relationship to the economy and to class structure** | | | |
| **Functionalist and New Right explanations of the role and functions of the education system:**   * social solidarity, * skills teaching, * meritocracy, * selection and role allocation. * Durkheim, * Parsons, * Davis & Moore, * Chubb & Moe |  |  |  |
| **Marxist explanations of the role and functions of the education system:**   * ideological state apparatuses, * reproduction of social class inequality, * legitimation of social class inequality. * Althusser, * Bowles and Gintis, * Willis |  |  |  |
| 1. **Differential educational achievement of social groups by social class, gender and ethnicity in contemporary society** | | | |
| **Patterns and trends in differential educational achievement by social class, ethnicity and gender, eg in relation to GCSE results.**  Official statistics on patterns |  |  |  |
| **Different sociological explanations of social class differences in educational achievement in relation to external factors (outside the education system):**   * cultural deprivation, * material deprivation and * cultural capital. * J.W.B. Douglas, * Bernstein, * Bourdieu |  |  |  |
| **Different sociological explanations of gender differences in educational achievement in relation to external factors:**   * changes in the family and labour market affecting women and men * The influence of feminist ideas. * Sharpe, * McRobbie, * Francis |  |  |  |
| **Different sociological explanations of ethnic differences in educational achievement in relation to external factors:**   * cultural deprivation, * material deprivation and * racism in wider society. * Bereiter & Engelmann, * Evans, * Lupton |  |  |  |
| 1. **Relationships and processes within schools, with particular reference to teacher/pupil relationships, pupil identities and subcultures, the hidden curriculum, and the organisation of teaching and learning** | | | |
| **Different sociological explanations of social class differences in educational achievement in relation to internal factors and processes within schools, eg**   * teacher labelling, * the self-fulfilling prophecy, * pupil subcultures and * pupils’ class identities. * Becker, * Lacey, * Ball |  |  |  |
| **Different sociological explanations of gender differences in educational achievement in relation to internal factors, eg**   * the curriculum, * selection and marketisation, * feminisation of education, * pupil subcultures and * gender identities. * Kelly, * Gorard, * Weiner |  |  |  |
| **Patterns and trends in subject choice by gender. Different sociological explanations of gender differences in subject choice:**   * subject image, * teaching and learning styles and * primary socialisation. * Official statistics on patterns |  |  |  |
| **Different sociological explanations of ethnic differences in educational achievement in relation to internal factors,**   * racist labelling, * the self-fulfilling prophecy, * pupil subcultural responses, * ethnic identities, * institutional racism and * the ethnocentric curriculum. * Gilborn & Youdell, * Coard, * Moore & Davenport |  |  |  |
| 1. **The significance of educational policies, including policies of selection, marketisation and privatisation, and polices to achieve greater equality of opportunity or outcome, for an understanding of the structure, role, impact and experience of and access to education; the impact of globalisation on educational policy** | | | |
| **The impact of educational policies of selection, marketisation and privatisation, such as:**   * the tripartite system and the post-1988 education system, in relation to educational standards and class differences of outcome; * the globalisation of educational policy. * Ball, * Whitty, * David |  |  |  |
| **The impact of educational policies aimed at achieving greater equality of opportunity or outcome:**   * comprehensive system, * compensatory education policies, * education action zones and * tuition fees. * Douglas, * Keddie, * Ball |  |  |  |
| **Education policies in relation to gender and ethnic differences and their impact:**   * GIST, * WISE and * multicultural education. * Francis, * Sewell, * Mirza |  |  |  |
| **Different sociological explanations of the impact of educational policies:**   * parentocracy and differences in economic and cultural capital. * Gewirtz, * Gillborn & Youdell, * Bartlett |  |  |  |

Methods in context

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| 1. **Students must be able to apply sociological research methods to the study of education** | | | |
| **The application of the range of primary and secondary methods and sources of data (as covered below in AS level Research Methods and in A-level Theory and Methods) to the particular topics studied in education, with specific reference to the strengths and limitations of the different methods and sources of data in different educational contexts.** |  |  |  |