



AQA GCSE Sociology – Personal learning checklist
Paper 1: Education



Key studies: Durkheim; Parsons; Bowles and Gintis; Halsey, Heath & Ridge; Ball; Willis; Ball, Bowe & Gewirtz

Education	I've studied this and I'm confident	I've studied this, but not confident	I've not studied this at all
<i>Topic 1: Theories of the role and functions of education</i>			
1. The functions of education: serving the needs of the economy, facilitating social mobility and fostering social cohesion			
2. KEY STUDY: the key ideas of Durkheim on education			
3. Schools as an agency of socialisation: core values, meritocracy			
4. KEY STUDY: the key ideas of Parsons on education.			
5. The relationship between education and capitalism			
6. KEY STUDY: the key ideas of Bowles and Gintis - the correspondence principle			
7. Compare and evaluate different sociological theories on these issues: Functionalist, Feminist and Marxist			
<i>Topic 2: Types of schools</i>			
1. Different types of school including primary and secondary, state and private, selective, academies, comprehensives and faith schools			
2. Alternative forms of educational provision including home schooling, de-schooling and democratic schools			
3. State or private education: arguments for and against, comparing costs, opportunities and outcomes			
<i>Topic 3: Educational achievement (general)</i>			
1. Measuring educational achievement: SATs, public exams and league tables			
2. KEY STUDY: the key ideas of Ball & Gewirtz on parental choice and competition between schools			
3. External (out of school) factors affecting educational achievement (in general): socialisation, material deprivation, parental attitudes, language development, employment opportunities, government reforms			
4. Internal (in school) factors affecting educational achievement (in general): school ethos, hidden curriculum, setting & streaming v. mixed-ability teaching, labelling & self-fulfilling prophecy (SFP), pupil subcultures			
5. Compare and evaluate different sociological theories on these issues: Functionalist, Feminist, Marxist, Interactionist			
<i>Topic 4: Social class and educational achievement</i>			
1. Social class and educational achievement: evidence & patterns of achievement, changes over time			
2. KEY STUDY: the key ideas of Halsey, Heath and Ridge on class-based inequalities			

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3. Social class and educational achievement: external (out of school) factors e.g. cultural capital, cultural deprivation, material deprivation, working-class subcultures, parental attitudes, language development			
4. Social class and educational achievement: internal (in school) factors e.g. teacher-pupil interactions, labelling & SFP, pupil subcultures			
5. KEY STUDY: the key ideas of Ball on teacher expectations			
6. KEY STUDY: the key ideas of Willis on the creation of anti-school subcultures			
<i>Topic 5: Gender and educational achievement</i>			
1. Gender and educational achievement: evidence & patterns of achievement, changes over time			
2. Gender and educational achievement: external (out of school) factors e.g. gender socialisation, social and legal changes, Feminism, employment opportunities and gender role models			
3. Gender and educational achievement: internal (in school) factors e.g. hidden curriculum, teacher expectations, teacher-pupil interactions, labelling & SFP, gender-based pupil subcultures			
4. Gender and subject choice: patterns of subject choice and explanations			
<i>Topic 6: Ethnicity and educational achievement</i>			
1. Ethnicity and educational achievement: evidence & patterns of achievement (including high-achieving ethnic groups), changes over time			
2. Ethnicity and educational achievement: external (out of school) factors e.g. material and cultural factors, racism in society, links with social class			
3. Ethnicity and educational achievement: internal (in school) factors e.g. teacher expectations, teacher-pupil interactions, exclusion rates, ethnocentric curriculum, labelling & SFP			
<i>Topic 7: Education policies & their impact on achievement</i>			
1. Introduction of compulsory education			
2. Tripartite system (1944 'Butler' Education Act; 11+)			
3. Comprehensive schools			
4. The introduction of the National Curriculum and marketisation policies (1988 Education Reform Act)			
5. Academies, faith and free schools			
6. Student grants/loans and access to higher education			
<i>Topic 8: Research Methods & Education</i>			
1. Assess the strengths and weaknesses of different research methods & types of data for studying education (see separate PLC)			