Sociology - Personal Learning Checklist

Paper 1 Education, Theory and Methods

Education	R	A	G
Role of education – Functionalism: Functionalist views of education including; Durkheim, Parsons, Davis and Moore. Key concepts – social solidarity, skills teaching, meritocracy, selection and role allocation.			
Role of education – New Right: New Right views of education including; the marketisation of education. Similarities and differences to functionalism.			
Role of education - Marxism: Marxist views of education including; Althusser, Bowles and Gintis, Bourdieu, Willis. Key concepts – ideological state apparatuses, reproduction ad legitimation of class inequality, correspondence theory, habitus.			
Role of education – other theories: Social democratic, liberal perspective, post fordist and feminism.			
Education policies – policies which promote marketisation and privatisation: Marketisation policies; Tripartite, 1988 Education Reform Act *(led to an A-C Economy)* , formula funding *(led to selection policies)* , parentocracy *(incl Gerwitz – different types of parents)* , school diversity *(free schools and academies)* . Privatisation policies (private companies make money out of education) e.g. exam boards and teaching agencies, cola-isation of education, Universities – charge higher tuition fees. Impact of globalisation including PISA. Recent Conservative policies			
Education policies – policies which aim to reduce social inequalities/promote equality of opportunity: Including; Pupil Premium, comprehensive schools, EMA, Sure Start, Education Action Zones, compensatory education (e.g. free school meals, breakfast clubs).			
Education policies – impact on the achievement of social groups: Policies that have had a positive and negative impact on social class, gender and ethnicity. EG; prevent, gist and wise. Key sociologists – Gerwitz, Ball, Whitty, Gillborn and Youdell.			
Social class differences in achievement – external factors: Including; material factors *(material deprivation)* , cultural factors *(cultural deprivation, parents attitudes, subculture, language use)* and types of capital *(cultural, economic, educational and social)* . Key sociologists: Douglas, Smith and Noble, Raey, Hyman, Sugarman, Bernstein, Bourdieu			
Social class differences in achievement – internal factors: Including; teacher labelling *(and the self-fulfilling prophecy)* , pupil subcultures *(pro and anti-school)* , pupil identities, marketization and selection policies *(A-C Economy)* and school ethos. Key sociologists: Rist, Bourdieu, Archer, Becker, Gillborn and Youdell, Rosenthal ad Jacobson, Dunne ad Gazely, Foster, Wilis, Lacey, Slee, Jackson.			
Gender differences in achievement – external factors: Reasons why girls outperform boys including; Changes in girls' ambitions *(incl Sue Sharpe's study)* , changes in the family ad labour market *(want to be financially independent)* , differences in leisure time. Sharpe, Francis, Mitsos and Brown.			
Gender differences in achievement – internal factors: Reasons why girls outperform boys including; equal opportunities policies (e.g. WISE, GIST), teacher labelling (and the self-fulfilling prophecy), THE CURRICULUM - introduction of coursework, Selection ad marketisation, feminisation of education, pupil subcultures and gender identities. Cooper, Best, Francis, French, Mitsos and Browne.			
Gender and subject choice: Reasons for differences in subject choices between girls and boys including; gender role socialisation, male dominance of subjects like science, peer pressure and gendered career opportunities *(e.g. women become nurses, men become mechanics),* subject image, identities. Archer, Ma An Ghail, Jackson, Ringroses.			
Gender identity: Ways in which schools help children construct their gender identities including; the male gaze, Lees - 'double standards', Archer's study of working class girls			
Ethnic differences in achievement – external factors: Including; material deprivation, cultural capital ,cultural deprivation, racism in wider society Sewell, Bhatti.			
Ethnic differences in achievement – internal factors: Including; schools are ethnocentric, teacher racism and teacher labelling, the self fulfilling phrophecy, pupil subcultural responses, ethnic identities, institutional racism.			
Impact of internal factors on the achievement of social groups: the impact of factors and processes within school on the achievement of social groups (social class, gender and ethnicity). E.g. Teacher labelling, pupil subcultures, streaming and setting, marketisation and selection policies, the hidden curriculum. Key sociologists: Mirza, Gillborn and Youdell, Coard, Fuller, Jasper, Vincent, O'Donnell, Sewell, Troyna and Williams.			

Methodology	R	A	G
Factors influencing choice of topic including practical, ethical and theoretical factors (including validity, reliability and representativeness)			
Quantitative and Qualitative methods of research including advantages and disadvantages			
Primary and secondary sources of data including advantages and disadvantages			
Research design including the creation of a hypothesis, operationalization of concepts, pilot studies, and sampling.			
Types of method: Questionnaires - including advantages and disadvantages when studying education			
Types of method: Interviews – structured and unstructured interviews - including advantages and disadvantages when studying education			
Types of method: Participant and non participant observation - including advantages and disadvantages when studying education			
Types of method: Experiments – lab and field experiments - including advantages and disadvantages when studying education			
Types of method: Official statistics including advantages and disadvantages when studying education			
Types of method: Documents – historical, official and personal including advantages and disadvantages when studying education			
Types of method: Content analysis including advantages and disadvantages when studying education			