

EDUCATION CHECKLIST

This checklist highlights the key concepts and suggested research studies that students should consider in their revision for paper 1 of AQA A level Sociology. The concepts identified are based upon those detailed in a range of publications designed to help A level students achieve in AQA Sociology.

The paper 1 exam has 50 marks worth of questions on education alone with a further 20 mark question that looks at researching issues that arise in education and is broken down into the following question types:

QUESTION 1: OUTLINE TWO... (4 MARKS)

This question is testing your knowledge and understanding of education and looks for you to identify and briefly explain two ways/reasons or even strengths or limitations of a particular area of education. For each of the ways, you should identify the way and then explain how the way identified achieves the aim suggested. For example:

Outline two ways that educational policy has created an education market (4)

Here you would need to identify appropriate ways and explain how they have created an education market.

QUESTION 2: OUTLINE THREE... (6 MARKS)

This question is testing both your knowledge and application of relevant sociological ideas, concepts and theories. As with Question 1, you should look to identify a way or reason and explain how this achieves what the question is asking.

QUESTION 3: APPLYING MATERIAL FROM ITEM A, ANALYSE TWO... (10 MARKS)

This question is testing all of the skills you need in A level Sociology, but largely the skill of application. You **MUST** reference the item in your response to make sure that you do not get your mark capped in the lower mark bands. In analysing the two ways, students should look to explain how the 'hook' in the item links the different elements of the question. To get into the top band on this question, students should have two well-developed points that contain analysis and/or an evaluation of the point made - this is a judgement on how effective the argument is.

QUESTION 4: APPLYING MATERIAL FROM ITEM B AND YOUR KNOWLEDGE, EVALUATE... (30 MARKS)

This question is testing all of the skills you need in A Level Sociology. Application of knowledge comes through selecting relevant material to answer the question, whilst analysis comes from developing your responses to show a deeper understanding of the sociological concepts. To get into the higher mark bands, you need to be able to explicitly evaluate the points that you have made in the main body of the essay.

You will be presented with an item for this question that gives some hooks that you will be able to develop, but you should look to go beyond the item and add in other material in order to develop the **range** and **depth** required to get into the top bands.



EXAM GOLD

The ability to draw conclusions on the different arguments made is essential to getting into the top bands. The second paragraph of the item will usually suggest ways in which students may be able to make a judgement on the arguments presented in the main body. This might be through opposing perspectives or through offering a different view on a key debate. You may wish to use this as part of your conclusion.



EDUCATION CHECKLIST

TOPIC AREA	KEY CONCEPTS	SUGGESTED STUDIES	✓
Functionalist views of the role and purpose of education	<ul style="list-style-type: none"> • Social solidarity • Teaching of specialist skills • Meritocracy • Role allocation 	Durkheim Parsons Davis and Moore	
Marxist views of the role and purpose of education	<ul style="list-style-type: none"> • Ideological state apparatus • Correspondence theory • Reproduction and legitimisation of social class inequality • Myth of meritocracy 	Althusser Bowles and Gintis Willis	
New Right views of the role and purpose of education	<ul style="list-style-type: none"> • Parental choice • Marketisation of education • Privatisation of education • Education Reform Act 1988 	Chubb and Moe	
Differential Educational Achievement by Social Class, Gender and Ethnicity - Trends	<ul style="list-style-type: none"> • Trends based upon receipt of FSM • Trends based upon gender • Trends based upon ethnic groups 	Department for Education Strand	
External factors influencing social class differences in achievement	<ul style="list-style-type: none"> • Material factors - including diet, housing, lack of resources, uniform, stress and caring responsibilities • Cultural factors - including socio-linguistics, subcultural values and parental education • Cultural capital - including habitus, capital and field and in marketisation 	Feinstein Douglas Smith and Noble Bull Tanner Waldfoegel and Washbrook Howard Sugarman Bernstein Bourdieu Sullivan Reay Gewitz et al Evans	

TOPIC AREA	KEY CONCEPTS	SUGGESTED STUDIES	✓
<p>Processes and relationships inside schools impacting on social class achievement and pupil identity formation</p>	<ul style="list-style-type: none"> • Setting and streaming • Differentiation and polarisation • Formation of anti and pro-school subcultures • Labelling, internalisation, the self-fulfilling prophecy and the 'halo effect' • Clash of cultural habitus • Educational triage 	<p>Lacey Ball Willis Becker Rist Rosenthal and Jacobsen Gillborn and Youdell Mac an Ghail Boaler Reay Archer et al</p>	
<p>External factors influencing gender differences in achievement</p>	<ul style="list-style-type: none"> • Gender socialisation • Bedroom culture • Crisis of masculinity • Changes to employment sectors • Literacy skills • Role models in wider society • Impacts of feminism 	<p>Oakley McRobbie Sharpe Norman Francis Mac an Ghail Francis and Skelton Jackson</p>	
<p>Process and relationships inside schools impacting on gender achievement identity formation and subject choice</p>	<ul style="list-style-type: none"> • Feminisation of education • Changes to teaching, learning and assessment • Impact of gender role models • Laddish subcultures • Teacher expectations • Gender domains • Male gaze • Gendered subject imagery 	<p>Sewell Ward Willis Mac an Ghail Francis Francis and Skelton Lobban Epstein et al Mitsos and Browne Paetcher Ball</p>	



EXAM GOLD

Remember when addressing social class, gender and ethnic background that there are important intersections in the experiences of different students based upon their social characteristics. Select research studies that address these intersections and this will enable you to evaluate these points by suggesting that the research suggests that different factors influence the experiences of pupils in the education system.

TOPIC AREA	KEY CONCEPTS	SUGGESTED STUDIES	✓
<p>External factors influencing achievement of different ethnic groups</p>	<ul style="list-style-type: none"> • Material factors - including the causes of these factors, such as racism in wider society • Cultural differences - including the differences in parental attitudes of specific ethnic groups and cultural attitudes to education • Cultural capital - including residual cultural capital of some ethnic groups, and the impact of cultural capital on selection of schools • Government policy on immigration 	<p>Gillborn and Mirza Strand ONS data on relative deprivation Flannerty Modood Ball Walters Law et al Rampton Report Basit Lutpon Bhatti Vincent et al Wright et al Barnard and Turner</p>	
<p>Processes and relationships inside schools impacting on achievement of different ethnic groups and formation of ethnic identities</p>	<ul style="list-style-type: none"> • Racialised expectations • Teacher racism • Institutional racism • Ethnocentric curriculum • Racism between pupils • Labelling and self-fulfilling prophecy • Formation of ethnic subcultures • Ethnic identities • Ethnocentrism in schools • Speech hierarchies 	<p>Mirza Gillborn Gillbourn and Youdell Troyna and Williams Coard Cline et al Sewell Archer and Francis Archer Mac an Ghail Shain Demie and McClean Wright Connolly</p>	



EXAM GOLD

When discussing differences in achievement or formation of ethnic identities - **BE SPECIFIC**. Not all ethnic minority groups have the same experiences in education and many perform above average. Avoid the use of generic terms such as 'ethnic minority pupils' in your writing and refer to specific groups instead. Use research evidence that has studied a specific group as this will show examiners that you have a greater knowledge of the topic area.

TOPIC AREA	KEY CONCEPTS AND POLICIES	SUGGESTED STUDIES	✓
Selection policies	<ul style="list-style-type: none"> • Tripartite system • Selection by mortgage • Internal selection - setting and streaming • Covert selection 		
Marketisation policies and privatisation	<ul style="list-style-type: none"> • Education Reform Act 1988 • League tables • Creation of OFSTED • Formula funding • Reforms to assessment • Open enrolment • City centre academies • Specialist schools • Expansion of faith schools • Expansion of universities • Expansion of academies • Creation of free schools • Endogenous and exogenous privatisation • Multi academy trusts 		
Policies to improve equality of opportunity and outcome (Social class, gender and ethnicity)	<ul style="list-style-type: none"> • Tripartite system • Comprehensive schools • Education Action Zones • Sure Start • Education Maintenance Allowance • City centre academies • Aim High and Aiming Higher • Pupil premium • Social mobility strategy • GIST/WISE • Multiculturalism • Progress 8 		

TOPIC AREA	KEY CONCEPTS AND POLICIES	SUGGESTED STUDIES	✓
Impacts of globalisation on educational policy	<ul style="list-style-type: none"> • PISA/TIMMS rankings • Creation of free schools and academies • Expansion of educational providers • Literacy and numeracy strategies • Master teachers • Improved standards of education • Reforms to curriculum • Compulsory maths and English 	Ball Alexander Tomlinson	



EXAM GOLD

When evaluating educational policies, consider the impact that the policy had not only on the functions of education but also on pupils of different social classes, genders and ethnic backgrounds. For example, whilst marketisation policies generally provide more choice of schools for pupils to attend, this choice can be limited on the basis of their social and economic circumstances. Use research evidence where applicable to make a judgement on how effective the policy has been.

NOTE:

The suggested studies provided in this checklist are collated from widely used textbooks and revision materials and do not comprise an exhaustive list for students. Additional sources may be used where relevant to demonstrate an expansive knowledge of the issues and debates that are addressed when studying the topic of education in sociology.

EDUCATION TOPIC VIDEOS BY TUTOR2U:

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