

Purposes of Education			Internal Processes			
Functionalist Perspectives	Durkheim (1890s) Education builds social solidarity; passes on shared values.	Evaluations (5): <ul style="list-style-type: none"> - Marxists: ignores class inequalities - Feminists: ignores gender inequalities - Wealth/ privilege is still often inherited – society not universalistic - Mismatch between skills and knowledge of school and that required by jobs - Education system is not a neutral sieve – not a true meritocracy 	Hidden Curriculum: informal learning; how a school is organised	Functionalists eg Durkheim: the hidden curriculum helps to embed shared norms	Evaluation: sociologists can understate the formal curriculum	
	Parsons (1950s) Education bridges particularistic values (family) and universalistic values (society).			Bowles and Gintis (1976) the hidden curriculum teaches students to be obedient workers.		
	Schulz (1971) Education develops human capital (knowledge /skills of workforce)		Davis and Moore (1945) Education selects and sifts for best jobs – role allocation.	Teacher Labelling: teachers placing labels on pupils according to stereotypes/ judgements	Becker (1971) found teachers evaluate pupils in relation to idea of the ‘ideal pupil’	Evaluation: labelling does not always affect student outcomes – student responses and external factors are important too
	Davis and Moore (1945) Education selects and sifts for best jobs – role allocation.				Harvey and Slatin (1971)’s study showed white MC children were likely to be identified as ‘good’ pupils	
Marxist perspectives	Althusser (1971): Education reproduces false consciousness by acting as an ideological state apparatus – passing on ruling class ideology	Evaluations (6): <ul style="list-style-type: none"> - Lack of detailed research in schools (for all but Willis) - Ignores some influences of the formal curriculum – eg sociology, developing students critical of society - Too deterministic – many working class pupils succeed in education - Overstate the role of school in forming pupil identities - Exaggerate the extent to which schools provide a willing labour force - Feminists: understate patriarchal nature of the education system 	Self-fulfilling prophecy: when a pupil responds to teacher labelling by acting how they are expected to act		Rosenthal and Jacobson (1968)’s field study identified a randomly selected group of pupils in a California school as ‘spurters’ – as a result, these pupils were treated more favourably by teachers , and ultimately did better academically.	
	Bourdieu (1977) Education legitimizes and reproduces class inequalities, as MC have the advantage of cultural capital.			Setting: students divided into subject groups by ability Streaming: students divided into a group for all subjects by ability Educational Triage	Ball (1981)’s study found that top-set students were ‘warmed up’ academically whereas lower sets were ‘cooled out,’ so often left school earlier	Evaluation: recognises importance of school organisation but understates external factors eg parents’ attitudes
	Illich (1995) and Freire (1996) Education represses and oppresses the working class – an example of hegemonic control		Smyth et al. (2006) found students in lower streams had more negative attitudes towards school.			
	Bowles and Gintis (1976) Through the hidden curriculum pupils are prepared for work and taught to accept their position.		Willis (1977) Schools don’t always produce obedience – anti-school subcultures often exist for working class pupils		Gillborn and Youdell (2000) A*-C economy mean ‘hopeless cases’ are given up on	
	New Right perspective		Chubb and Moe (1990) Education should not be about equality, just about training workforce. A free market and competition should be in place in education.	Evaluations: There is still a mismatch between what is learnt in school and required by jobs; fails to acknowledge inequality in society.	Pupil Subcultures and responses to labelling: pupils respond to labelling in different ways, and can form subcultures	Lacey (1970) schools are differentiated by ability, and students are polarised between good and bad
Vocational Education		Emphasis on developing human capital and linked to globalisation. Work experience etc.	Evaluation: Work experience ineffective, vocational ed has a low status.			Sewell (1998) found a group of black pupils reacted against racist labelling by forming pro-school subculture
	Willis (1971) found the WC ‘lads’ he studied in formed an anti-school subculture					

Social class, gender and ethnicity			Education policy				
Social class and Education About 70% of all pupils get 5 A*-C grades at GCSE, compared to around 30% for young people on FSM (Internal – see page 1)	External: Material factors (money) Overcrowded housing; illness; lack of toys and books; part-time jobs; poor schools in poor areas; poor diet; cost of university.	Evaluations: doesn't take into account school measures eg FSM and free breakfasts to combat this; doesn't account for attitudes	Policy	Effect	Evaluation	Relevance	
	External: Cultural factors (not money) Douglas (1964) found parental attitudes most important. Gorard, See and Davies (2012) – still true. Bernstein (1971) WC use restricted code, not elaborated code of school. Bourdieu (1971) MC kids have more cultural capital and social capital = do better in school (MS habitus)	Evaluations: <ul style="list-style-type: none"> - Reay (2009) these explanations 'blame the victim' - Overlook practical difficulties - Ignore internal processes - Ignore the need for schools to change to be more welcoming - Exaggerate class differences 	1944 Education Act (Butler Act) Conservative-led coalition 1965 Conversion to Comprehensive schools – Labour 1988 Education Act (Conservative s) New Labour reforms (1997-2010)	Introduced universal, compulsory secondary education; tripartite system 11+ exam: grammars, secondary moderns, technical schools	11+ inaccurate test; Disadvantaged working class; Crowther Report (1959) talent and ability wasted; Boliver and Swift (2011) no social mobility	Selection by ability Equality of opportunity in access to education	
	Gender and Education Girls outperform boys at every stage of the education system. More women than men apply to and go to university.	External: Sharpe (1976) found girls' priorities were love and marriage, but by 1994, careers. Francis (2000) confirmed this. Reasons: <ul style="list-style-type: none"> - Feminism and equal opportunities. - Girls socialised to work hard - Crisis of masculinity (Ghail, 1994) - Boys socialised to like sports and games 		Internal <ul style="list-style-type: none"> - Girls more likely to join pro-school subcultures - Forde et al (2006) boys influenced by peer group pressure - Teacher labelling – lower expectations of boys 	Largely eradicated tripartite system by inviting LEAs to convert to comprehensive schools; some chose to keep some grammar schools	School Admissions Code now forbids schools to select by ability BUT covert or hidden selection still occurs (Tough and Brooks, 2007)	Selection by ability Equality of opportunity in access to education
		Subject choice: gender socialization, subject counselling, subject images (Colley, 1998) could affect subject choice.		However... Gender pay gap still exists; girls experience sexism; social class and ethnicity too	Management of school budgets transferred away from local authorities (LEAs) Formula funding introduced Parental choice and open enrolment; National curriculum and testing	Less regulation with lack of local authority control Formula funding means less popular schools got less money The myth of parental choice (Ball)	Marketisation of education 'Raising standards'
		External: Material – ethnic minority families more likely to live in poverty Language differences could impact education Parental support – Bhatti (1999) found parents were supportive but lacked knowledge of how to help pupils		Internal: Cline et al (2002) lots of racist bullying exists in schools Gillborn and Youdell (2000) found secondary teachers have low expectations and negative stereotypes of black students Ethnocentric curriculum	–Free nursery places and sure start centres; Education Action Zones/ Excellence in Cities; Academies; EMA	Power and Whitty (2008) compensatory education benefitted individuals but failed to make a big impact	Marketisation of education; Compensatory education Equality of circumstances
Swann Report (1985) language has minimal impact; Vincent et al (2011) Black MC parents very supportive	Student responses are important eg Sewell's study; schools becoming more diverse	Conservative-led coalition (2010-15)		2010: all schools could convert to academies; Pupil premium; Ebacc, exam and curriculum reform	Reduced quality control; myth of parentocracy (Ball); increased pressure on pupils; educational triage/	Marketisation and privatisation of education	
Ethnicity and Education Chinese and Indian pupils = highest attainers Black Caribbean, Pakistani, Bangladeshi and Roma = lowest			Globalisation and Education <ul style="list-style-type: none"> - Alexander (2012) international comparisons eg PISA have invoked moral panics about the state of UK education - Policies from elsewhere: mastery approach to maths (Singapore), entry requirements for trainee teachers (Finland) 	Gender and ethnicity policies <ul style="list-style-type: none"> - Multicultural education to tackle ethnocentrism of schools, but Troyna and Williams (1986) argue it can be tokenistic - Initiatives such as GIST and WISE encourage girls to pursue careers and degrees in STEM. However, other pervasive factors mean limited success. 			