

EDUCATION

TOPIC	KEY ISSUES	WHAT?	R / A / G
PERSPECTIVES	1. What are functionalism, New Right and Marxism?	Functionalism	
	2. What functions do functionalists see education performing, and who benefits?	New Right	
	3. What is the New Right view of the role of the market in education?	Marxism	
	4. What criticisms have been made of functionalist, New Right and Marxist views of education?	Conflict views	
		Vocational education	
DIFFERENTIAL ACHIEVEMENT / RELATIONSHIPS AND PROCESSES	1. What are the patterns of achievement in relation to social class?	Statistics on education	
	2. What is the role of different home background factors in causing class differences in achievement?	Social class	
	3. How do factors and processes in schools contribute to these differences?	Gender	
	4. What are the patterns of achievement in relation to different ethnic groups?	Ethnicity	
	5. What influence do external cultural and material factors have on these patterns?	Organisation of teaching and learning	
	6. How far are differences in achievement due to racism inside schools and the education system?	Labelling	
	7. What are the gender patterns in achievement and subject choice?	Subcultures	
	8. Why do girls now do better than boys at most subjects and most levels of achievement?	Teachers	
	9. Why do girls and boys choose to study different subjects?	Curriculum and subject choice	
	10. How does schooling help to reinforce gender identities?		
EDUCATIONAL POLICIES	1. How have educational policies affected selection of pupils by schools?	Independent schools	
	2. How have marketisation policies affected education?	Selection	
	3. How have policies dealt with educational inequalities?	Tripartite system	
		Comprehensivisation	
		Marketisation	
		Recent policies	
		Pre-school education	
		Higher education	

THEORY AND METHODS Cont.

TOPIC	KEY ISSUES	WHAT?	R / A / G
SOURCES AND TYPES OF DATA	<ol style="list-style-type: none"> 1. Why are laboratory experiments so rarely used by sociologists? 2. What are the strengths and weaknesses of field experiments? 3. What are the main characteristics of questionnaires? 4. Why do positivists prefer questionnaires? 5. What are the strengths and weaknesses of questionnaires? 	Experiments	
	<ol style="list-style-type: none"> 6. What types of interview are used by sociologists? 7. What are the strengths and weaknesses of different types of interview? 8. What different types of observation do sociologists use? 9. What are the strengths and weaknesses of each type of observation? 	Official statistics	
	<ol style="list-style-type: none"> 10. Why do positivists prefer structured and interpretivists prefer unstructured observation? 11. What types of official statistics do sociologists use? 12. What are the strengths and weaknesses of official statistics? Why do positivists prefer to use official statistics? 13. What kinds of documents do sociologists use? 	Quantitative	
	<ol style="list-style-type: none"> 14. What are the strengths and weaknesses of different types of documents? 15. What are the features of the main quantitative methods: experiments, questionnaires, structured interviews and official statistics? 16. What are their practical, ethical and theoretical strengths and limitations? 17. How useful are they in relation to the key methodological concerns of reliability, representativeness and validity? 	Qualitative	
	<ol style="list-style-type: none"> 18. How useful are they in relation to issues of methodological and theoretical perspective, science, values and objectivity? 19. What are the features of the main qualitative methods: unstructured interviews participant observation and documents? 	Primary	
	<ol style="list-style-type: none"> 20. What are their practical, ethical and theoretical strengths and limitations? How useful are they in relation to the key methodological concerns of reliability, representativeness and validity? 21. How useful are they in relation to issues of methodological and theoretical perspective science, values and objectivity? 	Secondary	