Paper 1 Revision: Education

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Key terms for this section of the paper	Think: which key terms am I not confident with?	Key questions to practise from this section of the exam
	What evidence can I add?	Describe one message passed on through the hidden curriculum (2)
Agents of Socialisation		Outline how schools may socialise children into their gender roles. (5)
		Explain, using examples, why some pupils form anti-school sub-cultures (8)
Anti-School Subcultures		'Some students tend to underachieve in education mainly because of
Cultural Capital		labelling in school.' Do you agree with this view? (15)
Formal Curriculum		Describe one material factor that may affect achievement in education. (2) Outline the Functionalist view of the role of education. (5)
Hidden Curriculum		Explain, using examples, why boys may not achieve as well as girls in education.
		(8)
Labelling		'Girls achieve higher in education due the gender socialisation'. Do you agree
Life-Chances		with this view? (15)
Meritocracy		Describe one way in which labelling can affect children in schools. (2)
Patriarchy in school		Outline ways in which Marxist criticise schools. (5)
		Explain, using examples, why some students some ethnic groups may not
Racism in school		achieve as well as other groups in schools. (8)
Role Allocation		'Working class students tend to underachieve in school due to material factors'
Self-Fulfilling Prophecy		Do you agree with this view? (15) THEORIES
Social Capital		Functionalism
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Social Cohesion		Marxism
Key people: Ball		
<u>Becker</u>		Feminism
<u>Bourdieu</u>		New Right Interactionists
<u>Durkheim</u>		
<u>Francis</u>		Key questions you need to know:
Sue Sharpe		Why do middle-class pupils tend to do better in school than working
<u>Parsons</u>		class students? Can anyone do well, regardless of background? Does money make a difference to achievement? Does the type of school you go to affect your life-chances? Do teachers treat pupils differently depending on factors such as class and gender? Are schools patriarchal?
Sewell		
Willis		

Tasks: Complete the key terms, with evidence. Practise the questions in your pink assessment books. Come up with your own questions based on the key terms and styles of questions. Attempt these questions and discuss you answers with the person sitting next to you. Make a mind map/ key term cards.