

Progress checklist: Education

Name:

How confident are you in your understanding of each of the following topic areas? For each topic area, place a tick (✓) in the appropriate box and then add a written comment about your particular strengths or any areas that you need to develop. Also note down any questions or points that you would like to discuss with your teacher.

Topic area	Very confident	Quite confident	Not at all confident	Comments
The functions of education: economic and selective				
The functions of education: socialisation, social control and political				
Formal and informal education and the hidden curriculum				
The functionalist approach: Durkheim				
The functionalist approach: Parsons				
The Marxist approach: Bowles and Gintis				
Key historical changes in education: the tripartite and comprehensive systems				
The organisation of the education system in Britain today				
The state and independent sectors				
Vocational education and alternative forms of provision				
The 1988 Education Act, including marketisation and choice				
The influence of marketisation, including Ball, Bowe and Gewirtz				
New Labour policies after 1997, including raising standards, diversity and reducing inequality				

Progress checklist: Education (continued)

Name:

Topic area	Very confident	Quite confident	Not at all confident	Comments
Recent policies: academies, free schools and selection by ability				
Social class and achievement: patterns and material factors including Halsey, Heath and Ridge				
Social class and achievement: parental attitudes and cultural deprivation				
Social class and achievement: interactionism and school factors, labelling and the self-fulfilling prophecy				
Social class and achievement: streaming and subcultures, including Ball				
Marxist views on counter-school subcultures: Willis				
Gender and achievement: patterns and explanations including feminist views				
Gender and subject choice				
Gender and achievement: explaining the relative underachievement of males				
Ethnicity and achievement: patterns and statistical issues				
Ethnicity and achievement: explaining the links between ethnicity, social class, cultural factors and parental expectations				
Ethnicity and achievement: school factors including labelling and the hidden curriculum				
Different methods used to research education				