



SOC3 Education

Personal learning checklist | 1 of 3

AQA GCSE Sociology 8192 | Paper 1 · Specification 3.4

Name _____ Class _____ Date _____

Tick one box for each statement. Red: need help. Amber: partly confident.
Green: can do independently.

Support your confidence with precise concepts, evidence and a reasoned argument. Quick checks do not assess a complete evaluation or research design.

I can	Red	Amber	Green
Roles, institutions and provision			
Explain education's economic, socialisation and mobility functions.	☐	☐	☐
Evaluate Durkheim's account of schooling and shared values.	☐	☐	☐
Explain Parsons's bridge, universal standards and meritocratic role allocation.	☐	☐	☐
Compare school types, funding, selection and alternative provision.	☐	☐	☐
Distinguish home education, de-schooling, further and higher education.	☐	☐	☐
Education and capitalism			
Explain Bowles and Gintis's correspondence principle and historical setting.	☐	☐	☐
Apply the hidden curriculum and evaluate correspondence arguments.	☐	☐	☐
Class and educational achievement			
Explain mechanisms linking material resources and educational chances.	☐	☐	☐
Distinguish cultural capital from contested cultural-deprivation accounts.	☐	☐	☐
Explain Halsey's findings, operational class groups and sample limitations.	☐	☐	☐
Evaluate Ball, Bowe and Gewirtz's parental-choice and competition research.	☐	☐	☐

My next revision priority _____

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Support your confidence with precise concepts, evidence and a reasoned argument. Quick checks do not assess a complete evaluation or research design.

I can	Red	Amber	Green
Gender, ethnicity and overlapping inequalities			
Explain gender and ethnic achievement patterns without biological stereotypes.	☐	☐	☐
Explain ethnocentric and gendered curricula and institutional discrimination.	☐	☐	☐
Evaluate interacting inequalities and education reforms in context.	☐	☐	☐
Processes within schools			
Distinguish setting, streaming and mixed-ability teaching.	☐	☐	☐
Explain labelling and a possible self-fulfilling prophecy with limits.	☐	☐	☐
Evaluate Ball's Beachside research design and findings.	☐	☐	☐
Explain Willis's counter-school culture, agency and unintended class reproduction.	☐	☐	☐
Explain peer sanctions and compare theoretical accounts of school processes.	☐	☐	☐
Evidence and educational arguments			
Interpret attainment, participation and progress using comparable data.	☐	☐	☐
Evaluate methods and consent when researching pupils in schools.	☐	☐	☐

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Support your confidence with precise concepts, evidence and a reasoned argument. Quick checks do not assess a complete evaluation or research design.

I can	Red	Amber	Green
Further education and measurement concepts			
Explain historical selection, special provision, curriculum and assessment concepts.	☐	☐	☐
Evaluate intelligence measures and institutional judgements with attention to inequality.	☐	☐	☐

My next revision priority _____