

Criticisms: Very descriptive and do not always explain their descriptions. Too narrow a focus and fail to account for external factors.

Marxism – Education prepares pupils for capitalist exploitation in the future workforce. Transmits ruling class ideology. Legitimises inequality and disguises exploitation. Rewards conformity and obedience. Reproduces new generations of workers, schooled to accept their place in capitalist society.

Louis Althusser – Wrote 'For Marx' 1969 (criticism: date). In modern society, education system has largely replaced the church as the main agency for ideological control (ISA). Schools prepare pupils to accept exploitation – bourgeoisie beneficial. Legitimate successful pupils future exploiting. Research method: armchair theorising. Weakness: Lacks empirical support.

Bowles and Gintis – Wrote 'Schooling in Capitalist America' 1976 (date. Representative) close correspondence between the ways in which people and children are treated in the workplace and the school. This is to get children used to their future exploitation. It achieves this through hidden curriculum. Taught to submit to an authority figure and to be docile. → suited to workforce. By maintaining power over children, teachers training children to become a subservient and docile workforce who will not challenge capitalism. Fragmentation of subjects and school days reflect workforce. Research method: conducted study based on 237 members of the senior year in a NY high school. Weaknesses: truancy rates and behaviour issues show children aren't docile and unquestioning. Can we apply findings of the American education system to a British one?

Willis – Eclectic (unique) theorising → Marxist ideas with interactionist methods. Wrote 'learning to labour' 1979. Isn't a simple relationship between the economy and the education system; students are active participants – some choose to fail. 12 working class lads – felt academic work was emasculating. Lads formed friendship groups which had a counter school culture against success and school values (anti-subculture) focused on 'having a laff' to cope with the boredom they felt at school and in work. Clearly just try to cope with tedium instead of actively challenging it. Research method: Class observation, recorded discussion, informal interviews and diaries. Weaknesses: unrepresentative sample, size which focuses only on male experiences.

Appropriate concepts: the myth of meritocracy, ideological status apparatus

- *Formal curriculum* = National Curriculum
- *Hidden curriculum* = Norms and values

Social policies:

- The 1870 Forster Education Act → Free Education
- The 1944 Butler Education Act → Tripartite System
- 1965 Comprehensive System → Schooling Regardless of ability
- 1979 New Vocationalism → Schooling for Skills (Specific trades)
- 1988 Education Reform Act → Parental Choice
- 1997 – 2010 → New Labour (Aim to tackle inequality/commitment to marketisation)
- 2010 + → Coalition Government