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**LANGDON PARK SIXTH FORM**

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| **Subject: Sociology** | **Year: Y12** | **Topic: 7191 Education and Methods in Context** |

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| ***What and why***: The education system is a system that every child studying sociology would have had experienced. As a result, this is a good place to start when studying this discipline. An integral part of the study of each topic area is socialisation, culture, identity, social differentiation, power and stratification and education is a good place to start in order to get you considering this idea. |

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| **Key terms**Social SolidarityStratification ConsensusMeritocracyEquality of OpportunityEquality of Outcome | Correspondence principleHidden curriculumOrganic analogyPatriarchyEthnocentric curriculumNorms | ValuesExternal FactorsInternal FactorsMarxismFeminismFunctionalism | Macro TheoryMicro TheoryPositivismInterpretivistReliabilityValidity |

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| **Specification point** | **Pre-reading** | **Application and Assessment (date)** | **Home learning**  | **Extension – Cultural Capital and Reading** |
| **Education:**1. The role and functions of the education system including:
* Functionalism
* Marxism
* New Right
* Neo Liberalism
* Feminism

 1. Differential educational achievement in contemporary society of social groups by:
* Social class
* Gender
* Ethnicity
1. Relationships and processes within schools, with particular reference to:
* teacher/pupil relationships
* pupil identities and subcultures
* the hidden curriculum
* the organisation of teaching and learning
* The relationship to the economy and to class structure.
1. The significance of educational policies, including:
* policies of selection
* policies to achieve greater equality of opportunity or outcome
* marketisation and privatisation
* for an understanding of the structure, role, impact and experience of and access to education
* the impact of globalisation on educational policy.

**Research Methods** 1. Students will be studying the following areas:
* quantitative and qualitative methods of research
* research design
* sources of data including:
* questionnaires
* interviews
* participant and non-participant observation
* experiments
* documents
* official statistics
* the distinction between
* primary and secondary data
* quantitative and qualitative data
* the relationship between positivism, interpretivist and sociological methods; the nature of ‘social facts’
* the theoretical, practical and ethical considerations influencing choice of topic, choice of method(s) and the conduct of research.
 | Consult your issued textbooks in the first instance, and then look at other textbooks in the library for additional reading. **AQA A Level Sociology Book One Including AS Level – Rob Webb****Additional reading list** 1. AQA Sociology for A-level Book 1 - by David Bown, Laura Pountney, et al.
2. Sociology for AQA, Vol. 1: AS and 1st-Year A Level by Ken Browne
3. AQA A-level Sociology Themes and Perspectives
4. AQA A-level Sociology Student Guide 1: Education with theory and methods (Aqa a Level Student Guide 1)
5. Why rich kids are so good at the marshmallow test <https://www.theatlantic.com/family/archive/2018/06/marshmallow-test/561779/>
 | Students look at the impact of factors both inside and outside school in relation to Social class, Gender and ethnicity. They will evaluate whether these factors can affect achievement when different social characteristics are explored. For each section (Social Class, Ethnicity and Gender) students will complete an essay question either as homework or through assessed timed conditions. This is in addition to class activities and shorter exam questions.Students then will explore various theories and perspectives and their stance on the role and functions of education.Students learn about how processes within schools may lead to different dynamics and relationships. This is also linked to communication between different parties of the education system and achievement.On all areas, students will complete essay questions either as homework or through assessed timed conditions. This is in addition to class activities and shorter exam questions. Additionally at the completion of each section students also have end of Topic assessments also.  | Downloading the guardian app and reading one article a day. Looking at the education section once a week to be aware of any updates. Make notes on each topicForward reading in textbooks and any articles given**AQA A-level Sociology Themes and Perspectives** – Forward reading in textbooks using the additional reading list. | <https://journals.sagepub.com/home/soe> (This journal provides new articles about education on a globalised context). There are various articles available. Some may have restricted access).<https://www.tandfonline.com/loi/cbse20> ( An extensive list of articles about the Sociology of Education**Videos/Films/Documentaries**1. Freedon writers
2. Precious
3. Music of the heart
4. Dangerous minds
5. Educating rita
6. Waiting for ‘superman’
7. Girl Rising

**Books**1. Paul Wallis – learning to labour
2. George Orwell – Animal farm
3. George Orwell - 1984
4. Andrew Adonis - Education, Education, Education: Reforming England's schools
5. Stephen J.Ball – The education debate
6. Diane Reay – Miseducation – inequality, education and the working class

**Websites:**[www.britsoc.co.uk](http://www.britsoc.co.uk) (home of the British Sociological Association).<https://revisesociology.com/><http://sociology.org.uk/revision.htm> |

**Pre-assessment content review**

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| I feel secure in | I need to focus on | My action plan |

**Pre-assessment skills review**

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| I feel secure in | I need to focus on | My action plan |

**Post-assessment review**

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| Weaknesses in content knowledge | Skills I need to focus on | My action plan |
| Retest / review – teacher and student comment |

**Revision planning**

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| Spec point | Notes complete | Revision materials | Past paper Qs  | Timed conditions |
| The role and functions of the education system, including its relationship to the economy and to class structure.* Marxism
* Functionalism
* Feminism
* New Right
* Neoliberalism
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| Differential educational achievement in contemporary society of social groups by:* Social class
* Gender
* Ethnicity
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| Relationships and processes within schools, with particular reference to:* teacher/pupil relationships
* pupil identities and subcultures
* the hidden curriculum
* the organisation of teaching and learning
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| The significance of educational policies, for an understanding of the structure, role, impact and experience of and access to education, including: * policies of selection
* marketisation and privatisation
* policies to achieve greater equality of opportunity or outcome
* the impact of globalisation on educational policy.
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| Research methods Students must examine the following areas:* quantitative and qualitative methods of research; research design
* sources of data, including questionnaires, interviews, participant and non-participant observation, experiments, documents and official statistics
* the distinction between primary and secondary data, and between quantitative and qualitative data
* the relationship between positivism, interpretivism and sociological methods; the nature of ‘social facts’
* the theoretical, practical and ethical considerations influencing choice of topic, choice of method(s) and the conduct of research.
* Students must be able to apply sociological research methods to the study of education.
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