

Subject content	As a result, what students should know /understood	What students should be able to do	Assessment	By
<p>Exam : Paper 1 EDUCATION The role and purpose of education Differential educational achievement of social groups - social class & gender</p>	<p>Functionalist and New Right views of the role and purpose of education: Marxist and other conflict views of the role and purpose of education: Vocational education and training: the relationship between school and work Statistics on educational achievement by class, gender and ethnicity; trends over time Social class and educational achievement: home environment; cultural capital, material deprivation; language (Bernstein); school factors, relationship between achievement by class in education and social mobility Gender and educational achievement: feminist accounts of gender-biased schooling; the concern over boys' 'underachievement' and suggested reasons; Subject choice; gender identities and schooling.</p>	<p>Show knowledge and understanding of the key concepts, studies and theorists for each topic area Evaluate each perspective offering strengths and weaknesses for all approaches and discussion of the evidence used to support arguments. Understand and effectively deploy key Sociological terminology Apply knowledge taught to contemporary situations and examples.</p>	<p>Exam style questions Class participation Knowledge tests</p>	<p>HT1</p>
<p>Differential educational achievement of social groups - ethnicity</p>	<p>Ethnicity and educational achievement: patterns; reasons for variations; multicultural and anti-racist education; experience of minorities in different types of schools. The relationship between class, gender and ethnicity. The effects of changes on differential achievement by social class, gender and ethnicity.</p>	<p>Show knowledge and understanding of the key concepts, studies and theorists for each topic area. Evaluate each perspective offering strengths and weaknesses for all approaches and discussion of the evidence used to support arguments. Understand and effectively deploy key Sociological terminology</p>	<p>Exam style questions Class participation Knowledge tests</p>	<p>HT1</p>

<p>The significance of educational policies - selection, comprehensivisation and marketisation, an understanding of the structure, role, impact and experience of education</p>	<p>Selection; the tripartite system: reasons for its introduction, forms of selection, entrance exams Comprehensivisation: reasons for its introduction, debates as to its success Marketisation: the 1988 reforms – competition and choice; new types of schools (CTCs, academies, specialist schools, growth of faith schools) Recent policies in relation to the curriculum, testing and exam reforms, league tables, selection, Special Educational Needs (SEN), etc</p> <p>Recent policies and trends in education and higher education. (New Labour and Coalition)</p>	<p>Show knowledge and understanding of the key concepts, studies and theorists for each topic area. Evaluate each perspective offering strengths and weaknesses for all approaches and discussion of the evidence used to support arguments.</p> <p>Understand and effectively deploy key Sociological terminology Apply knowledge taught to contemporary situations and examples.</p>	<p>Exam style questions Class participation Knowledge tests</p>	<p>HT2</p>
<p>Exam : Topics Paper 2 (A4) WELFARE & POVERTY</p>	<p>Different definitions and ways of measuring poverty, wealth and income</p>	<p>Show knowledge and understanding of the key concepts, studies and theorists for each topic area.</p>	<p>Exam style questions</p>	<p>HT3</p>
	<p>The distribution of poverty, wealth and income between different social groups The existence and persistence of poverty in contemporary society Different responses to poverty, with particular reference to the role of social policy since the 1940s The nature and role of public, private, voluntary and informal welfare provision in contemporary society.</p>	<p>Evaluate each perspective offering strengths and weaknesses for all approaches and discussion of the evidence used to support arguments. Understand and effectively deploy key Sociological terminology Apply knowledge taught to contemporary situations and examples</p>	<p>Class participation Knowledge tests On-going preparation for exam</p>	<p>HT3</p>

<p>Research Methods and their application to education</p>	<p>Quantitative and qualitative data; in education; the dominance of statistics (eg exam results, league tables)</p> <p>Positivist and interpretivist approaches as applied to education questionnaires interviews (formal/structured; informal/unstructured) participant and non participant observation, experiments, use of documents, official statistics and other secondary data</p> <p>The theoretical, practical and ethical considerations influencing choice of topic, choice of method(s)</p> <p>Application of these methods to educational contexts.</p>	<p>Show knowledge and understanding of the key concepts, studies and theorists for each topic area.</p> <p>Evaluate each method offering strengths and weaknesses and discussion of the evidence used to support arguments.</p> <p>Understand and effectively deploy key Sociological terminology</p> <p>Apply methods to educational context.</p>	<p>Exam style questions</p> <p>Class participation</p> <p>Knowledge tests</p>	<p>HT4</p>
<p>Sociological Theory</p>	<p>Debate as to whether Sociology can and should be considered a science.</p> <p>How values and ethics can enter sociological research and the perspectives associated with this.</p> <p>Can Sociology influence social policy and the factors surrounding this.</p>	<p>Show knowledge and understanding of the key areas of debate, concepts, studies and theorists for each topic area.</p> <p>Be able to present valid arguments for each side of these debates.</p>	<p>Exam style questions</p> <p>Class participation</p> <p>Knowledge tests</p>	<p>HT5</p>

<p>A2 content started – Mass Media</p> <p>Representations in the media - age, gender, class, ethnicity, disability, sexuality.</p>	<p>The nature of representations; key terms used in discussing representations such as stereotype, under-representation.</p> <p>Representation and power: representations as arising from the power of social groups with power in the media, negative representations of minority groups</p> <p>Representations in relation to age, social class, ethnicity, gender, sexuality and disability, with examples</p> <p>Reasons for changes in representations over time.</p>	<p>Show knowledge and understanding of the key concepts, studies and theorists for each topic area.</p> <p>Evaluate each perspective offering strengths and weaknesses for all approaches and discussion of the evidence used to support arguments.</p> <p>Understand and effectively deploy key Sociological terminology</p> <p>Apply knowledge taught to contemporary situations and examples.</p>	<p>Exam style questions Class participation Knowledge tests</p>	<p>HT6</p>