

# Year 12 Sociology | Term 3

## How does policy and sociological theories shape education?

**Topic Overview:** Students will begin to explore different examples of social policy and the impact this has had on the education system since 1944. Students will also compare different political ideologies and the impact these political parties have had on the education system in recent years. Students will evaluate specific policies and assess whether they have led to equality of opportunity or equality of outcome for students. Students will then look at the different sociological perspectives of the education system including; Marxism, functionalism and the new right. Students will examine each theory's view and assess its relevance to contemporary education in Britain. Students will then start to explore ethnicity and social class and evaluate the impact each of these factors can have on a student's experience and outcomes within the education system.

	Lesson Exploration	Knowledge & Skills Exploration	Specification Link	Key Words
Week 1: Lesson 1	What is social policy?	Students will explore the introduction of the tripartite system and evaluate the impact this had on the experience of education for pupils depending on their background. Students will begin their education timeline.	The significance of educational policies, including policies of selection, marketisation and privatisation, and policies to achieve greater equality of opportunity or outcome.	Education Policy Setting Streaming ERA Conservative Labour OFSTED League tables Formula funding
Week 1: Lesson 2	What social policies were introduced between 1965-1979?	Students will look at social policy between 1965-1979, evaluating the impact various policies had on the experience of education for students. Students will continue to add to their timeline.	The significance of educational policies, including policies of selection, marketisation and privatisation, and policies to achieve greater equality of opportunity or outcome.	
Week 1: Lesson 3	What social policies were introduced between 1979-1997?	Students will look at social policy between 1979-1997, evaluating the impact various policies had on the experience of education for students. Students will continue to add to their timeline.	The significance of educational policies, including policies of selection, marketisation and privatisation, and policies to achieve greater equality of opportunity or outcome.	

<b>Week 1: Lesson 4</b>	<b>What social policies were introduced between 1997-2010?</b>	Students will look at social policy between 1997-2010, evaluating the impact various policies had on the experience of education for students. Students will continue to add to their timeline.	The significance of educational policies, including policies of selection, marketisation and privatisation, and policies to achieve greater equality of opportunity or outcome.	
<b>Week 2: Lesson 1</b>	<b>What social policies were introduced between 2010-2015?</b>	Students will look at social policy between 2010-2015, evaluating the impact various policies had on the experience of education for students. Students will continue to add to their timeline.	The significance of educational policies, including policies of selection, marketisation and privatisation, and policies to achieve greater equality of opportunity or outcome.	
<b>Week 2: Lesson 2</b>	<b>How has globalisation impacted education policies?</b>	Students will analyse the impact globalisation has had on education policies, focusing on: globalisation & schools, globalisation in higher education and multinational companies & education. Students will present their timeline to the class.	The significance of educational policies, including policies of selection, marketisation and privatisation, and policies to achieve greater equality of opportunity or outcome.	
<b>Week 2: Lesson 3</b>	<b>How do functionalists view the education system?</b>	Students will begin by examining the three broad functions of education, these include: socialisation, skills provision and role allocation. Students will research examples of this within the current education system.	The role and functions of the education system, including its relationship to the economy and to class structure	
<b>Week 2: Lesson 4</b>	<b>What is Parson's view of education?</b>	Students will examine Parsons' theory of education as a bridge to wider society. Students will complete scenario based tasks that demonstrate the validity of Parsons' theory.	The role and functions of the education system, including its relationship to the economy and to class structure	
<b>Week 3: Lesson 1</b>	<b>How can functionalism be evaluated?</b>	Students will evaluate the functionalist approach by assessing the strengths and weaknesses of this theory in relation to our understanding of education in contemporary society.	The role and functions of the education system, including its relationship to the economy and to class structure	

<b>Week 3: Lesson 2</b>	<b>How does Marxism view the education system?</b>	Students will explore the functions of the education system according to Marxism, these include: reproducing capitalism and legitimising inequalities through the myth of meritocracy. Students will research evidence of these concepts within current education system	The role and functions of the education system, including its relationship to the economy and to class structure	
<b>Week 3: Lesson 3</b>	<b>What is the correspondence principle?</b>	Students will examine the Marxist view of the correspondence principle, outlining the work of Bowles and Gintis. Students will then evaluate the relevance of this theory to contemporary society.	The role and functions of the education system, including its relationship to the economy and to class structure	
<b>Week 3: Lesson 4</b>	<b>How can Marxism be evaluated?</b>	Students will evaluate the Marxist theory of education by looking at general criticism of Marxism and focusing on the Neo-Marxist perspective on education. Students will also compare Marxism & Neo-Marxism with functionalism.	The role and functions of the education system, including its relationship to the economy and to class structure	
<b>Week 4: Lesson 1</b>	<b>What is the social democratic and neoliberal perspective on education?</b>	Students will explore the views of educationalists and politicians who would like to see greater equality resulting from the education system. Students will focus on the British Labour governments of the 1960s and 1970s, who introduced and expanded comprehensive schools. Students will research political parties of the time and compare their views and policies.	The role and functions of the education system, including its relationship to the economy and to class structure	
<b>Week 4: Lesson 2</b>	<b>Exam technique lesson</b>	Students will develop their exam technique focusing on 4,6,10 and 30 mark questions, in preparation for an assessment.		
<b>Week 4: Lesson 3</b>	<b>Assessment</b>	Assessment on the education content covered so far.		

<b>Week 4: Lesson 4</b>	<b>How do external factors affect social class achievement?</b>	Students will examine how material deprivation can impact the outcomes of students in the education system. Students will make links to social class, exploring if certain social classes have advantages over others. Students will research the material deprivation levels of key ethnicities.	Differential educational achievement of social groups by social class, gender and ethnicity in contemporary society	
<b>Week 5: Lesson 1</b>	<b>How does social deprivation impact achievement?</b>	Students will examine social deprivation theories as explanations for differences in achievement by social class. Students will assess the relevance of these theories to contemporary society. Students will look at different examples of social deprivation (language, activities, parental expectation) and assess the impact this could have on education.	Differential educational achievement of social groups by social class, gender and ethnicity in contemporary society	
<b>Week 5: Lesson 2</b>	<b>How do sociologists explain social deprivation?</b>	Students will examine social deprivation theories as explanations for differences in achievement by social class. Students will assess the relevance of these theories to contemporary society. Students will evaluate which theories have the most relevance to contemporary society and which have the least.	Differential educational achievement of social groups by social class, gender and ethnicity in contemporary society	
<b>Week 5: Lesson 3</b>	<b>How do internal factors affect social class achievement?</b>	Students will examine factors within the education system that impact achievement by social class including the following: the importance of schools, the interactionist approach and labelling. Students will research specific examples of these factors and evaluate the impact they have.	Differential educational achievement of social groups by social class, gender and ethnicity in contemporary society	
<b>Week 5: Lesson 4</b>	<b>How does setting and streaming</b>	Students will examine factors within the education system that impact achievement by social class including the following: teacher	Differential educational achievement of social groups by social class, gender and ethnicity in contemporary society	

	<b>impact achievement?</b>	expectation, streaming & setting and knowledge & streaming. Students will research specific examples of these factors and evaluate the impact they have.		
<b>Week 6: Lesson 1</b>	<b>How do sociologists explain internal factors?</b>	Students will examine pupil subcultures and social class as an explanation for different levels of achievement by social class. Students will then evaluate the interactionist perspectives they have covered in this topic. Students will complete a case study on the 'lads' identified by Willis and evaluate if this can be applied to modern school.	Differential educational achievement of social groups by social class, gender and ethnicity in contemporary society	
<b>Week 6: Lesson 2</b>	<b>How has social policy affected achievement by social class?</b>	Students will revisit their knowledge and understanding of social policy and apply them to the topic of differences in achievement through social class. Students will analyse specific policies and evaluate the impact they have had on students outcomes.	Differential educational achievement of social groups by social class, gender and ethnicity in contemporary society	
<b>Week 6: Lesson 3</b>	<b>TRY NOW</b>			

<b>Literacy Links</b>	<b>Numeracy Links</b>
<p>Literacy, in particular the understanding of key terminology, will be examined through two Check Out questions, every lesson. One question will focus on the definition of a subject-specific key term, while the other question will focus on the spelling of a key term.</p> <p>They shall also experience participating in whole-class formulation of exam-style responses, modelling notes and taking strategies.</p>	<p>Numeracy skills are needed with the subject of Sociology. Particularly within the unit Theory and Methods. Students are required to be able to interpret official statistics and apply their knowledge of theory to statistics and research. Their numeracy skills are strengthened through the implementation of data analysis within their lessons where they get to evaluate research through interpreting graphs, statistics, tables etc</p> <p>To assist students to strengthen their numeracy skills, checkouts also include data analysis of a social phenomenon that the student must interpret or solve.</p>

Furthermore, students will encounter subject-specific command verbs regularly and within this topic will be examined of their understanding of the following terms:  
**evaluate, explain, identify, describe, discuss, examine**