

# Yr 10 Sociology KS4 Spring

## 1 Blended Learning Booklet

### Education

Name:

Form:

*Aim to complete two lessons each week. Write out the title and LI and then complete the tasks.*

*All video links are online using the ClassCharts link.*

*The Knowledge Organiser on page 5 has all the key information and vocabulary to help you with this unit.*

*Upload all work onto ClassCharts for feedback.*



## Contents

Page 3: Big Picture - Year 10 Overview

Page 4: Zoom in - My Learning Journey

Page 5: Knowledge Organiser Part 1

Page 6: Knowledge Organiser Part 2

Page 7: Lesson 1 and 2

Page 8: Lesson 1, 2, 3 and 4

Page 9: Lesson 4

Page 10: Lesson 4, Lesson 5

Page 11: Lesson 5, Lesson 6

Page 12: Lesson 6, Lessons 7

Page 13: Lesson 7

Page 14: Lesson 8

Page 15: Lesson 8, Lesson 9

Page 16: Lesson 9, Lesson 10

Page 17: Lesson 10

Page 18: Lesson 11

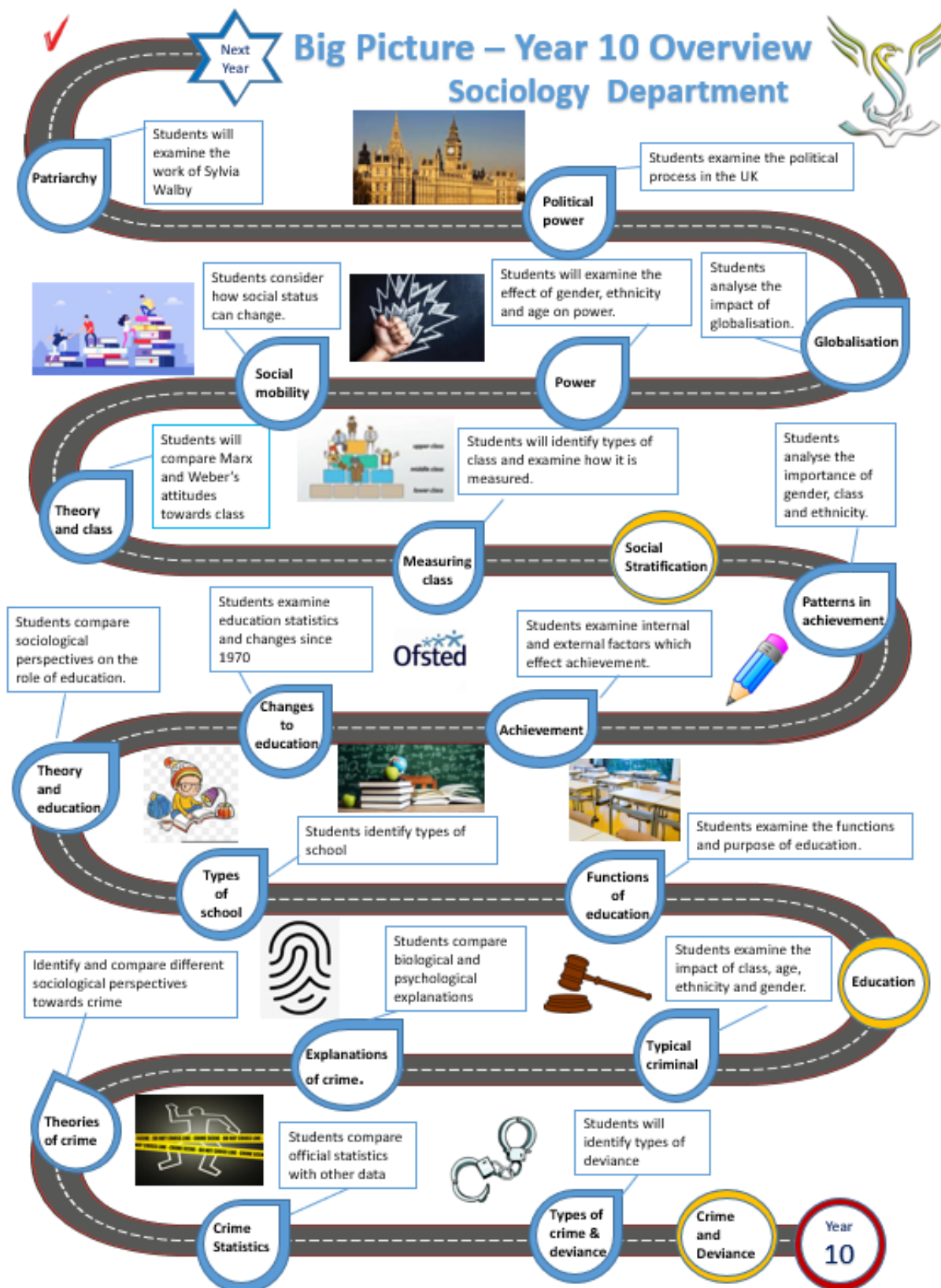
Page 19: Lesson 11

Page 20: Lesson 12

Page 21: Lesson 12

Page 22: Assessment Ladder

Page 23: Assessment Ladder



# ZOOM IN...

**Subject:** Sociology **Year:** 10 **Unit 2:** Education

## AIMS

1. To explain functions of education.
2. To identify sociological perspectives towards education.
3. To compare and contrast different types of school and alternatives
4. To examine how achievement and attainment are measured.

## DEVELOPING COURAGE

- C .....
  - O .....
  - Unity: lots of opportunity to work with peers to examine crimes and punishments.
  - R .....
  - Appreciation of the value of education.
  - G .....
  - Enjoyment studying this unit, it is a favourite with GCSE Sociologists

## PREVIOUS LEARNING

- Official statistics as a source of secondary evidence.
- Education as an example of informal social control and secondary socialisation.
- Revision of key theory including Functionalism and Marxism.

### WHAT WE KNOW/ REMEMBER

- [illegible]

## PERSONAL OBJECTIVES

1. *What is the main purpose of this study?*  
 2. *What are the research objectives?*  
 3. *What is the research methodology?*  
 4. *What are the key findings?*  
 5. *What are the conclusions?*  
 6. *What are the limitations?*  
 7. *What are the future research directions?*  
 8. *What is the significance of the study?*  
 9. *What are the contributions?*  
 10. *What are the implications?*  
 11. *What are the recommendations?*  
 12. *What are the acknowledgments?*  
 13. *What are the references?*  
 14. *What are the appendices?*  
 15. *What are the footnotes?*  
 16. *What are the tables?*  
 17. *What are the figures?*  
 18. *What are the charts?*  
 19. *What are the graphs?*  
 20. *What are the diagrams?*  
 21. *What are the equations?*  
 22. *What are the formulas?*  
 23. *What are the symbols?*  
 24. *What are the abbreviations?*  
 25. *What are the acronyms?*  
 26. *What are the initials?*  
 27. *What are the names?*  
 28. *What are the titles?*  
 29. *What are the subtitles?*  
 30. *What are the headings?*  
 31. *What are the subheadings?*  
 32. *What are the sections?*  
 33. *What are the paragraphs?*  
 34. *What are the sentences?*  
 35. *What are the words?*  
 36. *What are the letters?*  
 37. *What are the numbers?*  
 38. *What are the symbols?*  
 39. *What are the abbreviations?*  
 40. *What are the acronyms?*  
 41. *What are the initials?*  
 42. *What are the names?*  
 43. *What are the titles?*  
 44. *What are the subtitles?*  
 45. *What are the headings?*  
 46. *What are the subheadings?*  
 47. *What are the sections?*  
 48. *What are the paragraphs?*  
 49. *What are the sentences?*  
 50. *What are the words?*  
 51. *What are the letters?*  
 52. *What are the numbers?*  
 53. *What are the symbols?*  
 54. *What are the abbreviations?*  
 55. *What are the acronyms?*  
 56. *What are the initials?*  
 57. *What are the names?*  
 58. *What are the titles?*  
 59. *What are the subtitles?*  
 60. *What are the headings?*  
 61. *What are the subheadings?*  
 62. *What are the sections?*  
 63. *What are the paragraphs?*  
 64. *What are the sentences?*  
 65. *What are the words?*  
 66. *What are the letters?*  
 67. *What are the numbers?*  
 68. *What are the symbols?*  
 69. *What are the abbreviations?*  
 70. *What are the acronyms?*  
 71. *What are the initials?*  
 72. *What are the names?*  
 73. *What are the titles?*  
 74. *What are the subtitles?*  
 75. *What are the headings?*  
 76. *What are the subheadings?*  
 77. *What are the sections?*  
 78. *What are the paragraphs?*  
 79. *What are the sentences?*  
 80. *What are the words?*  
 81. *What are the letters?*  
 82. *What are the numbers?*  
 83. *What are the symbols?*  
 84. *What are the abbreviations?*  
 85. *What are the acronyms?*  
 86. *What are the initials?*  
 87. *What are the names?*  
 88. *What are the titles?*  
 89. *What are the subtitles?*  
 90. *What are the headings?*  
 91. *What are the subheadings?*  
 92. *What are the sections?*  
 93. *What are the paragraphs?*  
 94. *What are the sentences?*  
 95. *What are the words?*  
 96. *What are the letters?*  
 97. *What are the numbers?*  
 98. *What are the symbols?*  
 99. *What are the abbreviations?*  
 100. *What are the acronyms?*  
 101. *What are the initials?*  
 102. *What are the names?*  
 103. *What are the titles?*  
 104. *What are the subtitles?*  
 105. *What are the headings?*  
 106. *What are the subheadings?*  
 107. *What are the sections?*  
 108. *What are the paragraphs?*  
 109. *What are the sentences?*  
 110. *What are the words?*  
 111. *What are the letters?*  
 112. *What are the numbers?*  
 113. *What are the symbols?*  
 114. *What are the abbreviations?*  
 115. *What are the acronyms?*  
 116. *What are the initials?*  
 117. *What are the names?*  
 118. *What are the titles?*  
 119. *What are the subtitles?*  
 120. *What are the headings?*  
 121. *What are the subheadings?*  
 122. *What are the sections?*  
 123. *What are the paragraphs?*  
 124. *What are the sentences?*  
 125. *What are the words?*  
 126. *What are the letters?*  
 127. *What are the numbers?*  
 128. *What are the symbols?*  
 129. *What are the abbreviations?*  
 130. *What are the acronyms?*  
 131. *What are the initials?*  
 132. *What are the names?*  
 133. *What are the titles?*  
 134. *What are the subtitles?*  
 135. *What are the headings?*  
 136. *What are the subheadings?*  
 137. *What are the sections?*  
 138. *What are the paragraphs?*  
 139. *What are the sentences?*  
 140. *What are the words?*  
 141. *What are the letters?*  
 142. *What are the numbers?*  
 143. *What are the symbols?*  
 144. *What are the abbreviations?*  
 145. *What are the acronyms?*  
 146. *What are the initials?*  
 147. *What are the names?*  
 148. *What are the titles?*  
 149. *What are the subtitles?*  
 150. *What are the headings?*  
 151. *What are the subheadings?*  
 152. *What are the sections?*  
 153. *What are the paragraphs?*  
 154. *What are the sentences?*  
 155. *What are the words?*  
 156. *What are the letters?*  
 157. *What are the numbers?*  
 158. *What are the symbols?*  
 159. *What are the abbreviations?*  
 160. *What are the acronyms?*  
 161. *What are the initials?*  
 162. *What are the names?*  
 163. *What are the titles?*  
 164. *What are the subtitles?*  
 165. *What are the headings?*  
 166. *What are the subheadings?*  
 167. *What are the sections?*  
 168. *What are the paragraphs?*  
 169. *What are the sentences?*  
 170. *What are the words?*  
 171. *What are the letters?*  
 172. *What are the numbers?*  
 173. *What are the symbols?*  
 174. *What are the abbreviations?*  
 175. *What are the acronyms?*  
 176. *What are the initials?*  
 177. *What are the names?*  
 178. *What are the titles?*  
 179. *What are the subtitles?*  
 180. *What are the headings?*  
 181. *What are the subheadings?*  
 182. *What are the sections?*  
 183. *What are the paragraphs?*  
 184. *What are the sentences?*  
 185. *What are the words?*  
 186. *What are the letters?*  
 187. *What are the numbers?*  
 188. *What are the symbols?*  
 189. *What are the abbreviations?*  
 190. *What are the acronyms?*  
 191. *What are the initials?*  
 192. *What are the names?*  
 193. *What are the titles?*  
 194. *What are the subtitles?*  
 195. *What are the headings?*  
 196. *What are the subheadings?*  
 197. *What are the sections?*  
 198. *What are the paragraphs?*  
 199. *What are the sentences?*  
 200. *What are the words?*  
 201. *What are the letters?*  
 202. *What are the numbers?*  
 203. *What are the symbols?*  
 204. *What are the abbreviations?*  
 205. *What are the acronyms?*  
 206. *What are the initials?*  
 207. *What are the names?*  
 208. *What are the titles?*  
 209. *What are the subtitles?*  
 210. *What are the headings?*  
 211. *What are the subheadings?*  
 212. *What are the sections?*  
 213. *What are the paragraphs?*  
 214. *What are the sentences?*  
 215. *What are the words?*  
 216. *What are the letters?*  
 217. *What are the numbers?*

## RECOMMENDED READING

**'Learning to Labour, Paul Willis.'**

**UP NEXT**

- Unit on Social Stratification.
- Comparison of typical criminal and achievement trends compare.
- Retrieval of agents of Social Control and Socialisation.

## CAREERS

- Teacher
- Lecturer
- Journalist
- Lawyer/Solicitor/Barrister



Functional perspective on education			Marxist perspective on education		Organisation of the education system			Social class and education	
Formal education	Takes place in educational establishments eg schools	1. Serves ruling class interests	Passes on ideas and beliefs of the ruling class	Early years	3-4, nursery schools and classes	General trends	Middle class students do better in education than working class		
Informal education	Takes place when people gain knowledge from everyday life	2. Breeds competition	Exams/ sport encourage competition- helps capitalism	Primary	Ages 5-11	Halsey, Heath and Ridge (1980)	- Divided social class into service (upper), intermediate and working class - Evidence of social class inequalities in education - Boy from service class – 11x more likely to go to university		
Hidden curriculum	The attitudes and values transmitted informally - not explicitly taught	3. Reproduces social class inequalities	Education APPEARS to reward fairly, but actually more privileged students do well – advantages are passed on	Secondary	11-16, range of schools	RM: face-to-face survey			
Meritocracy	A society where rewards are allocated on the basis of merit, not background	4. Secondary socialisation	WC students learn norms and values for working class jobs	Further	16+ sixth form and colleges	Explanations for inequalities			
1. Durkheim: Building social cohesion	Educations builds social solidarity (feeling of being part of society) by teaching shared norms and values: society in miniature	Bowles and Gintis: Correspondence Principle	- Role of education is to produce an obedient workforce who obey orders - Schools reward the same traits as a working class workplace	Higher	18+ universities	1. Material deprivation	Overcrowding, poor housing, poor diet and lack of tutoring and educational resources		
2. Durkheim: Teaching skills for work	In a complex industrial society, different people must know different skills which they learn in education	RM: questionnaires and secondary data	- This is through the hidden curriculum - Meritocracy is a myth	Tripartite system: 1944- 1965	- Students allocated to school based on 11+ exam - Grammar, secondary modern and secondary technical - Some counties still have this - Criticised for 'labelling'	2. Parental values	Middle class parents tend to value education and be more involved which impacts attainment		
3. Parsons: teaching core values	Education prepares children for society by treating them with universalistic standards, not particularistic like the family. Achieved, rather than ascribed status is given: meritocratic	Willis: anti-school subcultures RM: participant observation	- Studied 12 boys 'The Lads' who rejected the norms and values of the school - an anti-school subculture - School did not make them obedient and submissive	Types of school today		3. Cultural deprivation	Low income students lack cultural resources to succeed eg visits to museums, classical music etc		
4. Parsons: role allocation	The education system matches individuals to future jobs based on their talents and skills	Criticisms	1. Exaggerate power of the education system 2. Functionalists – value consensus 3. Workers must be creative	Comprehensive	Run by local council, with no entry requirements	4. Cultural capital	Middle class students know the skills and values of the middle-class, whereas WC may not		
Criticisms	1. Marxists argue ruling class ideology is transmitted 2. Not all students accept values 3. Not all skills for work Opportunity is not equal	Feminist perspective	Argue that schools pass on patriarchal values	Academy	Not controlled by local council, but by trusts, funded by government	Ball, Bowe and Gewirtz (1994)	1. Schools must look good in league tables to attract students, so try to attract more able students 2. Middle-class parents have an advantage in choosing a school as they have material and cultural resources 3. This has made the education system less equal and given an advantage to the middle classes		
				Special school	Caters for students with additional learning needs	RM: interviews/ secondary data			
				Free school	Funded by the government, can be set up and run by any group	Marketisation			
				Independent (fee-paying) schools	- Private schools are not run by the government and they charge fees - 7% of population attend one - Better facilities etc but unequal	on = schools more like businesses			
				Alternative provision	- Some parents are home-schooled with home-tuition - Illich argues for deschooling = abolishing schools and education				





Internal processes		Ethnicity and education		Gender and education	
Interactionism	Sociological approach focusing on small-scale interactions between people, such as between teachers and students	Patterns of achievement	1. Chinese and Indian students are most likely to succeed 2. Black Caribbean and Pakistani students are least likely to succeed 3. Social class is also important 4. White working class boys do the worst	Patterns in achievement	1. Before the 1980s, boys did better than girls in education 2. By the early 2000s, girls did better than boys at every stage in education 3. However, with the introduction of 100% exam GCSEs, the gap has started to narrow
Labelling	Evidence suggests teachers classify students based on their perceptions of them – this labelling can be positive or negative. It may be based on a pupil's social class background. It can affect how a teacher treats a pupil	External (home) factors		Patterns in subject choice	1. Girls are more likely to choose English and Art at A-level, whereas boys are more likely to choose physics and maths 2. This is linked to the gendered curriculum – different subjects being seen as masculine or feminine
Self-fulfilling prophecy	1. Teacher labels student eg deviant 2. Teacher changes behaviour towards pupil 3. Student internalises label and acts how the teacher expects	Material deprivation	Students from some backgrounds eg Bangladeshi, Black Caribbean are more likely to live in poverty		
Streaming	Students allocated to classes based on their general ability eg BDA rank order classes	Cultural factors	Schools are organised around white, mainstream culture so some ethnic minority students may be disadvantaged	Reasons for girls' achievements	
Setting	Students allocated to classes based on performance in that subject - More lower class students in lower sets - Negative labelling/ self-fulfilling prophecy	Parental values/ attitudes	Chinese culture values education highly, so Chinese parents are more likely to encourage their children to do well	Feminism	Girls' ambitions are no longer to be housewives, Equal Pay Act and Sex Discrimination act
Ball (1981) Banding and Teacher Expectations RM: Participant observation	1. Case study of comprehensive school 'Beachside Comprehensive' 2. School sorted pupils into 'bands' based on ability – linked to social class too 3. Teacher expectations differed in bands 4. When bands were abolished, teachers still labelled students and treated them differently	Language	If students do not speak English as their first language they may struggle in lessons	Equal opportunities	Schools have equal opportunities policies to help girls
Pupil subcultures	Streaming/ setting and labelling can lead to anti-school subcultures – groups of pupils who reject the norms and values of the school	Internal (school) factors		National curriculum	Means schools can no longer offer a gendered curriculum
Willis: Anti-school subculture (Marxist perspective)	1. Subculture focused on 'having a laff' 2. Values of subcultures stressed masculinity and toughness – saw learning as 'unmanly' 3. Willis argues the subculture prepared the boys for working class manual jobs eg plumbers, thus serving capitalism	1. Type of school attended	1. Some sociologists argue ethnic minority students are more likely to attend a poorer school with less resources etc. 2. Teachers may have higher expectations of, for example, Chinese students and lower expectations of others and therefore treat students differently	Reasons for boys' underachievement	Schools are too 'girl friendly' with a lack of male teachers as role models
		2. Teacher expectations and labelling		Crisis of masculinity	Males no longer have a clear-cut role as breadwinners so lack motivation
		3. Ethnocentric curriculum	3. Formal curriculum focuses on white history, books etc excluding BME pupils	Laddish subcultures	Boys are more likely to be part of laddish anti-school subcultures
		4. Institutional racism	4. Unintended consequence of how schools are organised – racism within organisations eg high exclusion rate for black pupils	Reasons for differences in subject-choice	1. Gender socialisation eg boys encouraged to play with science kits, and girls encouraged to read and draw 2. Gender stereotyping in textbooks, by teachers, gendered curriculum and socialisation in schools
		Government policy	It is illegal for schools to discriminate on ethnicity		

## Lesson One and Two The functions of Education

- **LI: to understand the different functions of education**

**Education** – It performs a very important role in British society. Kids from four or five get taught for 13-14 years, vast amounts of knowledge.

The government see education as very important. 13% of national and local spending goes on education - £80 billion each year.

What does Education do for individuals?

What does Education do for society?

Key terms:

Hidden Curriculum: a set of values, attitudes and principles transmitted to pupils but not as part of the formal curriculum e.g. punctuality.

DART: Functions of Education

Functionalists Durkheim and Parsons argue that education provides important positive functions.

1. **Creating Social Cohesion:** Education passes core values onto the next generation. We learn the norms and values of society through both the hidden and formal curriculum. This unites or glues people together and builds social solidarity through shared values. Durkheim calls education a 'society in miniature' preparing children for life in the wider world and providing an environment where children learn to co-operate with people who are not friends or family just like in later life.
2. **Economic Role:** Durkheim recognised that modern societies need a range of skills. Not everyone can be a doctor or a solicitor. At school, individuals learn a range of different skills.
3. **Secondary Socialisation:** Schools teach norms and values continuing the primary socialisation from families. Parsons calls school a bridge from family to work but rather than adapting norms and values for particular children like parents would do, education provides universal standards which we are judged against along with all others .
4. **Role allocation and Meritocracy:** Education allocates people to the most appropriate job for their talents using examinations and qualifications. In a meritocratic society, access to jobs and positions of wealth, status and power depend on educational qualifications and other skills and talents. Those who put in the extra effort come out on top ensuring that the most talented are allocated the positions at the top of society. Education therefore offers pupils the opportunity to do well and increase their social position, this process is called social mobility.

Key Questions:

1. What is the most important function and why?
2. Are functions changing? Are there more or less now?
3. Is there one set of cultural values for education to teach us?
4. Describe one feature of a meritocratic society
5. Does Meritocracy really exist?
6. Do schools prepare pupils for the world of work?
7. Achieved status is fixed at birth, True or False?

Do schools provide other functions?

Social Control: Schools act as an agent of informal social control by teaching roles such as obedience and punctuality through the use of positive and negative sanctions.

How effective are schools and colleges in controlling students? Add examples

**Exam style Question:** Identify and explain one way in which schools teach children to become part of society. (4 marks)

**SENECA: lesson on the Functionalist Approach.**

## Lesson Three Formal and Informal Education

- **LI: To identify the role of the 'hidden curriculum' in schools**

The education system provides students with formal learning through the official curriculum which comprises of the subjects taught at school e.g. Maths, English, History. However, students also learn through the hidden curriculum which is learning that takes place outside of lessons as part of general school life, this is known as informal education.

<https://www.youtube.com/watch?v=NuLhmDE9Exo&app=desktop>

Copy and complete the following grid:

Hidden Curriculum Characteristic	How?	Link to work
Hierarchy (obedience)	Schools have a hierarchical structure & we learn to obey people at the top	These same structures can be found at work
Social control (rules)	There are rules which we have to follow so behaviour is controlled	
Competition		
Routines		
Dress code		
Gender role allocation		

Key Questions/Tasks:

1. For each of the example of the hidden curriculum explain how they happen at Stewards using examples.
2. Identify two ways in which the hidden curriculum in a college may be different to that of a school.
3. What research method could you use to research the effects of the hidden curriculum?

**Homework: Exam-style Question** 'Discuss how far sociologists agree that the main role of the education system is to produce a workforce for capitalism.' 12 marker

## Lesson 4 Functionalism and education

**LI: to describe functionalist attitudes towards education.**

**Recap:**

- What is the difference between the formal and informal curriculum?
- Identify 3 examples of the hidden curriculum
- Identify 3 functions of education.




**FOCUS ON KEY THINKERS**

**Emile Durkheim – social solidarity and skills for work**

The French sociologist Emile Durkheim (1858–1917) is often seen as the founder of functionalist sociology.

**Social solidarity**

Durkheim saw the main function of education as the transmission of society's norms and values to individuals. He argued that in order to function, societies must be able to ensure that all their members are united together behind a shared set of values. This creates **social solidarity**, where the individual sees themselves as part of the wider community and no longer simply as an isolated individual focused on their own selfish aims. Durkheim argued that it wasn't simply through teaching shared values via the hidden curriculum (see Topic 3) that this could happen, but subjects like history could also instil a sense of a shared past and a commitment to the wider society.



**Society in miniature**

Durkheim also argued that schools were 'society in miniature'. Schools prepare us for the wider society where we have to cooperate with people who are neither family nor friends. They provide us with a set of rules to guide our interactions with others and this in turn prepares us for following society's rules in dealing with people that we don't have a personal connection with.

**Skills for work**

Durkheim believed that in complex industrial societies the production of goods and services involves cooperation between a number of different specialists. This cooperation promotes social solidarity, but also requires individuals to have developed specialist skills. He argues that one function of an education system was to provide these skills.

**Key Questions: Please answer these in your books.**

- How does education create social solidarity?
- Do you agree that History is important in creating social solidarity? Can it have the opposite effect?
- How is school a society in miniature?
- Give an example of a skill essential for work that education teaches us.

## DART

Durkheim believes 'it is by respecting the school rules that the child learns to respect rules in general, that he develops the habit of self-control and restraint simply because he should restrain and control himself.' He believes punishments should reflect the seriousness of the damage done. DO YOU AGREE?

Criticisms of Durkheim

- Is there ONE shared culture in Britain which we can share through education?
- If there is one shared culture, is it fair? Marxists would argue it benefits the bourgeoisie. Feminists argue it is male dominated.
- The education system does not teach specialised skills for the workplace.
- Not all students will accept the values of society

## DART

Talcott Parsons

- His main point is that education provides a bridge between the family and society helping to prepare children for the modern world.
- Universalistic Values: Schools prepare children for standards they will be judged against in the wider society. Within the family we have ascribed status but education teaches us about achieved status as a result of qualifications and hard work.

- Meritocracy: student achievements are based on ability and effort, not class, gender or ethnicity. Parsons believes education is a mirror for wider society which is based on achieved status.
- Role allocation: the education system sorts people out into jobs which match their abilities
- Value Consensus: Education teaches 2 key values
  - Value high achievement
  - Belief in equality of opportunity

Criticisms of Parsons:

- Is education meritocratic?
- Role allocation: not all of those with the best qualifications get the top jobs
- Whose values are transmitted via education? Marxists believe it is those of the Bourgeoisie.

**Key Questions:** please answer these in your books

1. Do you think Meritocracy exists?
2. How might feminists and Marxists feel about Meritocracy?
3. How different are the particular standards taught by your parents to the universal standards applied by Stewards?
4. Particularistic standards apply to everyone in the same way. True or False.

**Exam-style question:** Identify and explain one criticism of Durkheim's view of the role of the education system. (4 marks)

## Lesson Five: Theories and education

### LI: To identify and compare Marxist and Feminist views of Education

#### DART: Bowles and Gintis Study

**FOCUS ON KEY THINKERS**

**Bowles and Gintis: Schooling in capitalist America**

The American Marxists Bowles and Gintis (1976) see the key role of the education system as creating and reproducing a workforce with the correct characteristics to meet the needs of the capitalist economy. These characteristics include being hard working, disciplined, submissive, obedient and willing not to question low wages and poor conditions.

Bowles and Gintis based their findings on their own study of 237 New York high school students, as well as the findings of other studies. They found that schools reward students who display the above characteristics, while students who show greater independence and creative thinking are more likely to gain lower grades. Bowles and Gintis concluded that the schools were producing an unimaginative and unquestioning workforce.

The **correspondence principle**: schools mirror the society they represent teaching pupils the values they will need in the workplace through the hidden curriculum:

- Students learn to obey rules and not to question them.
- Accept hierarchy
- Motivation by the rewards of exam results and grades not enjoyment of the subject preparing us for the satisfaction of pay and not love of the job.
- Knowledge can be isolated from other subjects and learnt in chunks...many jobs involve working in isolation and not being part of the overall product e.g. production lines.

- Value competition preparing us for promotions and higher pay

**The myth of meritocracy:** they disagree with the idea of equality and believe that social class affects income far more than educational achievement.

## Criticisms:

- They have taken a deterministic view...they assume we are puppets and accept what we are told, many pupils reject the values of school.
- Many jobs today require creative and independent workers not passive e.g. media

## Key Questions:

1. What do you think are the ideal characteristics that teachers want their pupils to display?
2. What are your opinions about the findings of Bowles and Gintis? What points do you agree with and what points do you disagree with?
3. Of the two types of curriculum experienced in schools, (formal and hidden) which prepares children for their future role as workers more and why?

What are the similarities and differences between functionalist and Marxist views?		▼ Table 4.1 Comparison of functionalist and Marxist views on education
Similarities	They both look at the big picture by looking at institutions and how they fit into society. They both regard education as playing an important role in shaping attitudes, norms and values of pupils. They see education as preparing pupils for work.	
Differences	Functionalists are positive about the role of education. Marxists are critical about the role of education. Functionalists regard education as meeting the demands of an economy in a way that meets everyone's individual needs, as well as the needs of society. Marxists see education as supporting and benefitting capitalism and the ruling classes.	

## DART: Feminist Perspective

They believe that there are inequalities in the education system between boys and girls. Subject choices are gendered. Schools socialise boys and girls differently. Although girls are outperforming boys at all levels of the education system since the mid 1990s, feminists still argue that education reinforces the patriarchal views of society leading to girls moving into lower paid jobs when they leave school.

Key question:

Do you notice a difference between how girls and boys are treated in lessons and around school today?

## Seneca Lesson: Evaluating difference perspective

### Lesson Six Britain's educational system

#### LI: To identify and understand key historical changes to education in Britain

## DART

The 1944 Butler Education Act

The aim of this act was to give all students an equal chance to develop their talents within free state-run education. The secondary schools aimed to introduce a meritocratic system where children would receive an education based on their own academic ability rather than on the ability of their parents to pay for a private education. This system was called the tripartite system.

Children's ability was tested using the 11-plus exam. Based on their results, children went to either a grammar school for the most academic (top 20%), secondary modern for those who were less academic (approx. 75%) and secondary technical for those who wanted to learn a vocation. (approx. 5%)

**Key Questions (answer these in your books)**

1. Do you think the 11-plus exam demonstrated a student's true abilities?
2. Research locally, where is the nearest Grammar school to you?

**Exam style question:** 'Describe the tripartite system of education.' (3 marks)

**DART**

**1965: The start of the Comprehensive system**

In 1965, the Labour Government asked Local Education Authorities (LEA's) to reorganise secondary education so that all students, regardless of academic ability, attended the same type of school. These became known as the comprehensive schools.

**Arguments for Comprehensive Schools**

*Social reasons:* pupils from all social classes mix to break down social barriers.

*Educational reasons:* There are no entrance exams so no child is labelled as a 'failure'. This is seen to be fairer for all but especially for late developers.

*Geographical reasons:* Each school has a 'catchment area' which has established a principle that local schools will cater for local students providing them all with the same opportunities.

**Arguments against Comprehensive Schools**

It is argued that comprehensives limit parental choice with children automatically going to local schools even if they do not have a good reputation.

More academically able pupils are argued to be held back in mixed-ability groups.

It is argued that comprehensives have lower standards due to mixing pupils of different social classes all together.

**Key Questions (answer these in your books)**

1. Do comprehensives break down class barriers? Do catchment areas reinforce social boundaries?
2. Does the setting within comprehensives mean that they reinforce inequalities.
3. Which system do you think was fairer? The Tripartite system or comprehensives?

**Seneca Lesson: History of UK educational policy**

**Lesson 7: Types of Schools**

**LI: To understand how the education system in Britain is organised.**

Retrieval Practise: Ten questions in Ten minutes

1. Give two examples of skills taught by the hidden curriculum
2. Identify two functions of education according to functionalists
3. What is meritocracy?
4. What are universalistic values according to Parsons?
5. How is school a society in miniature?
6. What is formal education?
7. Who talks about the correspondence principle?
8. What 3 types of school made up the tripartite system under the Butler Act?
9. What is a comprehensive school?



## 10. What was the 11-plus exam?

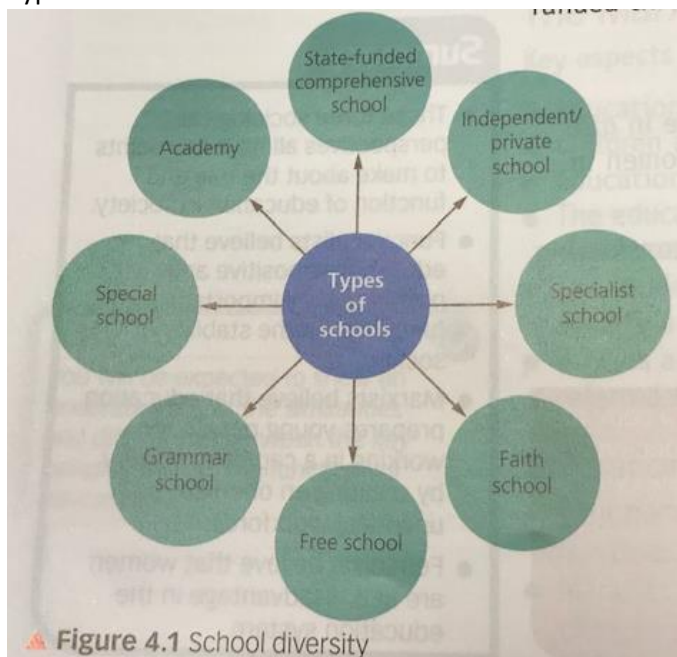
There are a range of different types of schools and colleges in Britain. All children in England between the ages of 5-18 are entitled to a free place at a state school. State funded nursery education is available from the age of 3.

▼ **Table 4.2** There are different schools for different ages

School type	Description
Nursery schools	For children aged three and four. They have their own head teacher and staff. Some are state funded, others are private.
Nursery classes	Attached to primary schools and share the same head teacher and staff.
Primary schools	Provide education for children aged 4–11. While at primary school, children start with the Early Years curriculum, followed by Key Stage 1 and Key Stage 2 of the <b>National Curriculum</b> .
Secondary schools	Provide education for children aged 11–16 or 18. They take pupils through Key Stages 3 and 4 of the National Curriculum.
Sixth-form colleges	For young people aged 16–19. Pupils study for A levels and other qualifications that can be studied after the age of 16, for example BTEC National Certificates.

At 16 years, young people must decide whether to:  
Remain in full-time education or go into an apprenticeship

Types of School:



### Key questions:

1. What were specialist schools? What was the specialism that Stewards were awarded?
2. What are academies? Are they funded directly by the government?
3. What are special schools? What example of a special school does Harlow have?
4. What is a faith school?
5. Comprehensive schools are selective. True or False?

**Seneca lesson: types of school.**

**Homework: Research locally, where is the closest private school? What is their fee? Are there any faith schools locally?**



**Lesson 8: Private Vs State Schooling****LI: To assess the advantages and disadvantages of state and private education.**

Around 7% pupils attend independent schools/private schools. Parents pay fees towards the cost of running these schools. There are approximately 2,500 independent schools across the UK educating approximately 615,000 children.

67% Oscar winners were privately educated.

74% UK judges privately educated.

61% doctors privately educated.

Currently 93% children go to state schools.

**DART****Arguments for independent schools**

Lower teacher: student ratio than state schools which means that class sizes are smaller and students receive more attention from the teacher.

Resources and facilities are often better than in some state comprehensive schools.

Reward academic success and have an expectation that they will attend university.

Parental input is high in terms of fees, support and expectations.

Better level of achievement and therefore more chances to attend top universities (7 times more likely to be accepted into Oxford and Cambridge)

Better job prospects.

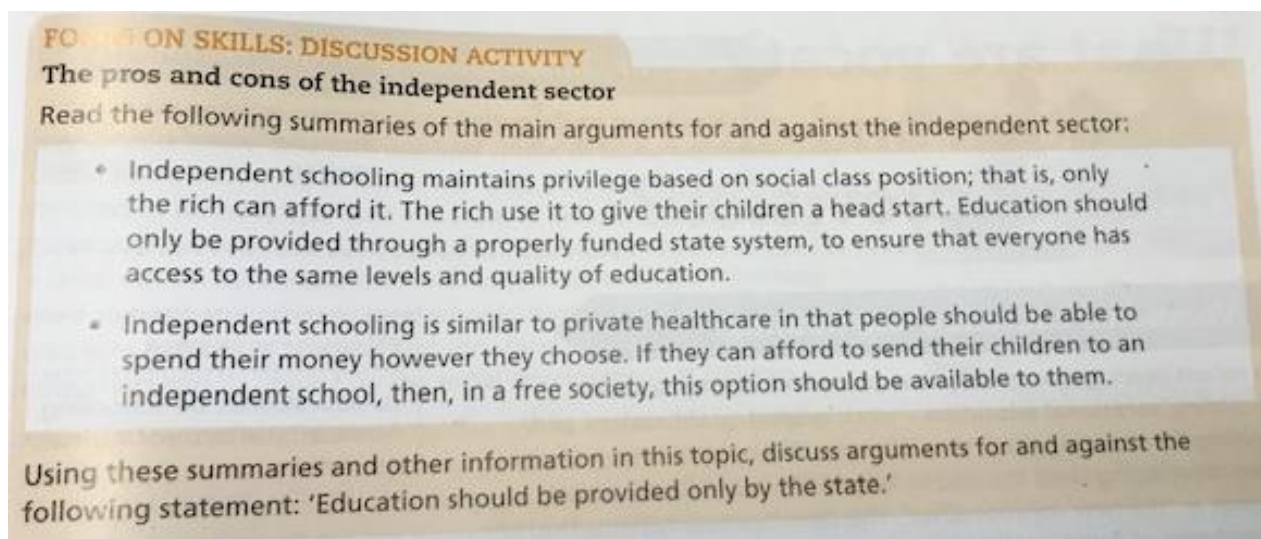
**Arguments against independent schools**

State schools are free. Critics argue it is not morally right to have a private education system which only the rich have access to reinforcing the divisions based on wealth.

State schools are more socially mixed. Private schools are elitist.

State schools support social mobility

Students do not have to travel far to attend their local state school. Many students at private schools are boarders.



**FOCUS ON SKILLS: DISCUSSION ACTIVITY**  
**The pros and cons of the independent sector**  
Read the following summaries of the main arguments for and against the independent sector:

- Independent schooling maintains privilege based on social class position; that is, only the rich can afford it. The rich use it to give their children a head start. Education should only be provided through a properly funded state system, to ensure that everyone has access to the same levels and quality of education.
- Independent schooling is similar to private healthcare in that people should be able to spend their money however they choose. If they can afford to send their children to an independent school, then, in a free society, this option should be available to them.

Using these summaries and other information in this topic, discuss arguments for and against the following statement: 'Education should be provided only by the state.'

**Exam-style question:** Describe one form of educational provision in Britain that is not funded by the state (3 marks)

**FOCUS ON SKILLS: WRITTEN ACTIVITY**

**Private schools still best route to top jobs**

Examine the following figures and then answer the questions.

The research looked at the educational backgrounds of 1,200 people working in high positions and showed the following:

- 67 per cent of British Oscar winners were privately educated.
- 74 per cent of the UK's top judges went to a fee-paying school, with 78 per cent also going to Oxford or Cambridge Universities.
- 71 per cent of the top military personnel went to private schools.
- 51 per cent of the leading print journalists attended fee-paying schools.
- 50 per cent of the cabinet under David Cameron were privately educated.
- 61 per cent of top doctors were educated at independent schools with only 16 per cent educated at comprehensives.

Source: the Sutton Trust (2016).

- 1 People from which of the professions in the table are most likely to have gone to a private school?
- 2 Which professions have the lowest proportions of people from private schools occupying the top jobs?
- 3 In what ways might attendance at a private school give students an advantage?

## Seneca Lesson: State and Private Schools

### Lesson 9: 1998 Education Act

#### LI: To understand and analyse the changes brought about by this bill.

Review: Summarise 3 arguments for and 3 arguments against independent (private) schools.

**Marketisation:** introducing market forces of consumer choice and competition to education. Focus on parental choice effecting pupils numbers.

#### Features of Marketisation:

Parents should be able to choose the type of school they prefer their children to attend

Schools must produce prospectus and hold open days

Businesses can sponsor schools

Pupils can attend schools outside their catchment areas

There is a wide range of types of schools from academies to free schools.

Schools receive more funds the more pupils are on roll. This in turn leads to more money for better teachers and resources.

A rise of **parentocracy** (rule by parents)

**League tables**, these are published annually and show schools ranked based on exam results (A-Levels, GCSEs and SATs). They compare schools against each other and can be used by parents to decide where to send their children.

## Key Question:

1. Is Marketisation a good thing? Has it led to greater choice and competition? Has it led to greater equality in education? Are students just commodities? Have middle class parents benefitted more than others because they will shop-around more?

**Marketisation in education**  
Read the following extract and then answer the questions.

'Schools need to create an "image" that is attractive to parents and students. They do this through school policy, documentation, the building, name and their students. Newly developed schools need to create instant "traditions" through logos and uniforms. Most schools had new reception areas with a "business-like feel". School documentation had to fit with "school style". Values of hard work and discipline were emphasised. School prospectuses were better produced and glossy.

'The concern was to give schools a more middle-class flavour in order to attract the high-achieving child of ambitious parents. The term "able" had become code for students who were "middle class", female, white or Indian. Unattractive intakes consisted of less able, emotionally damaged children with learning disabilities. Integration was resisted for children with special educational needs in some schools, not for educational reasons, but because of the possible perceptions of parents. Image making is turning schools into organisations that value certain children above others. The market does not ensure equality of access for all if schools only desire the custom of certain groups at the expense of others.'

Source: adapted from Gewirtz, Ball and Bowe (1995). 'Markets, Choice and Equity in Education', in J. Blundell and J. Griffiths (2002) *Sociology Since 1995*.

- 1 Identify two effects of marketisation in schools.
- 2 Which social groups may face inequality as a result of marketisation in schools?

Other changes:

## The National Curriculum

Introduced in 1989 in all state schools in England and Wales.

Established CORE subjects: Eng, Maths, Sci compulsory from age 5-16

Ensured teachers assessed pupil progress formally and nationally (SATs and GCSEs)

Aim: ensure a consistent, fair curriculum was taught. Allowing student performance to be measured against national targets to judge if they were above/at/below the expected standard.

Equality: Boys and Girls were taught the same

The National Curriculum is tested using the standardised tests called SATs, GCSE's and A-Levels.

## Exam-style question

Identify and explain one effect of the introduction of the National Curriculum (4 marks)

Describe marketisation in education (3 marks)

**Plenary:** The 1988 Education Act blurred the lines between education and business, has this benefitted the education system?

## Seneca Lesson: Parental Choice

**Lesson 10: Educational Policy since 1997**

**LI: To understand how labour and conservative governments have changed policy since 1997**

**Seneca Lesson: Recent UK educational policy quiz****DART**Raising Standards

Free nursey places for all 3-4 yr olds

Reducing primary class sizes

National literacy and numeracy schemes

'special measures' grading

Beacon schools identified as examples of outstanding practise.

Reducing Inequality

EMA (Educational Maintenance Allowance) payments for students from disadvantages backgrounds to encourage their participation in post-16 education. CUT IN 2010!!!!

Aim Higher Programme was designed to raise aspirations for students from disadvantaged backgrounds.

Sure Start programme supports families with preschool children. CUT IN 2010!!!!

Despite this, Labour introduced tuition fees for higher education which has deterred those from disadvantaged backgrounds.

Promoting Diversity and Choice

Promotion of specialist schools, Stewards = Science Specialist

Promotion of faith schools

Introduction of academies which have been taken out of local authority control. Since 2010 all schools have been encouraged to become academies with direct funding from the government.

**Key Question:**

1. Identify and describe one educational reform from the last 25 years aimed at reducing inequality in education. (3 marks)

New Vocational Education

Recent emphasis by the government on work-related qualifications and training for students 14-18 yrs.

Reflects the functionalist view that education should prepare students with the skills needed for industry.

Examples: NVQ, Diploma and work experience programmes.

The problem with this is that there is a lack of jobs once the training has been gained.

Vocational education does not have the same status as academic qualifications and according to Marxists prepares pupils to be workers in a capitalist society.

**Key Question:**

Identify and explain one criticism of vocation education. (4 marks)

**DART****Ivan Illich – de-schooling**

Illich (1995) argues that schools repress children and promote passive conformity rather than developing creative individuals able to think for themselves. He argues that the school fails those who don't conform or who question the role of education. He argues for de-schooling, suggesting

that education in its current form should be abolished, with people instead encouraged to pursue knowledge and skills in smaller networks with like-minded individuals rather than attending schools.

### Key questions

1. Do you agree with Illich that schools create passive conformists and that those who challenge the school are failed?
2. Identify some advantages and some potential problems with Illich's ideas about abolishing schools altogether.

### Lesson 11: Alternatives to School

#### Starter: Retrieval

- 1. Identify 2 functions of education (2 marks)
- 2. What type of sociologists are Bowles and Gintis? (1 mark)
- 3. Are your GCSE results a product of your ascribed or achieved status? (1 mark)
- 4. How does a league table order schools? (2 marks)
- 5. What was created in 1989 to make sure that all teachers were teaching the same topics? (1 mark)
- 6. Identify two advantages of independent schools (2 marks)
- 7. What type of school selects its intake based on ability? (1 mark)
- 8. Describe marketisation in education (3 marks)
- 9. Describe one feature of a meritocratic society (3 marks)
- 10. Describe one aspect of the hidden curriculum in schools (3 marks)
- 

#### Seneca lesson: Alternative Education

There are a number of examples of alternatives to mainstream formal education. De-schooling refers to the belief that schools and other learning institutions are incapable of providing the best possible education for some or most individuals. Some people feel that schools do not allow children to learn at their own pace in their own way. One example is home education (also called home schooling or home learning). This involves teaching children at home rather than in a state or independent school. Parents or professional tutors usually carry out home education. The provision is still subject to Ofsted inspections to check on the quality of education being provided. Figures from December 2015 showed that approximately 37,000 children (out of a school population of 9.5million pupils) are home educated.

Another alternative is the organisation within a school organisation itself. A. S. Neill's Summerhill school is an example. This co-educational (for boys and girls) boarding school was set-up in 1921 in Suffolk as has been praised as an example of progressive education.

Watch this video: <https://www.youtube.com/watch?v=ERQKi9fBRnw>

Look at the summary on the next page:

1. How does this school compare to Stewards?
2. What are the advantages and disadvantages of attending a school like Summerhill?
3. What is meant by de-schooling?
4. What is meant by home schooling?



**Research in action**

The oldest and most famous of democratic schools is Summerhill School, on the east coast of England.

Summerhill School was founded in 1921 when discipline was an important part of child-rearing. It is a democratic, self-governing school where the adults and children have equal status. The school's philosophy is to allow freedom for the individual – each child being able to take their own path in life and follow their own interests to develop into the person who they personally feel they are meant to be.

Some key aspects of Summerhill School include the following:

- The right to play.
- An informal atmosphere.
- The use of first names.
- There is not always a clear line between learning inside and outside the classroom. For example, a group of teenagers sitting together and discussing topics of their choice is seen as a valuable learning experience.
- There is a wide choice of subjects up to GCSE level, but pupils do not have to take any.
- A new timetable is created each term when the older children 'sign up' for classes, though there is no compulsion to attend.
- There is free access to art, woodwork and computers.
- There are open areas where pupils not in classes can hang out, amuse themselves, socialise, play games and be creative.
- Adults are not there to create things for the pupils to do. Pupils need to create things for themselves.
- All lessons are optional.
- There is no pressure to conform to adult ideas of growing up, though the community itself has expectations of reasonable conduct from all individuals.

Another example of alternative education is Sands School:

**FOCUS ON SKILLS: WRITTEN ACTIVITY**

**Sands School an alternative approach**

Read the following details about Sands School and then answer the questions that follow.

'We value people as individuals. Students are free to be themselves and to explore their own paths through education. There are no uniforms, no petty rules resulting in detention and everyone is on first name terms.

No one has more power than anyone else, the teachers and students are equal and there is no headteacher. The school is democratic with everyone having their say and an equal vote in the weekly school meetings. It is the students who have the real power and this encourages a real sense of responsibility.

Sands has timetabled lessons...if a student chooses not to study a subject, leaving a gap in their timetable, they are encouraged to find a constructive activity to fill that time...It seems foolhardy to put every child through the same program of study hoping that at the end individuals will surface...(as in other schools)...(it is) better to teach children how to make wise choices relative to their own needs and interests.'

Source: adapted from [www.sands-school.co.uk](http://www.sands-school.co.uk)

- 1 Make a list of the ways in which you think Sands School might be different to your school or college.
- 2 Outline the advantages and disadvantages that there might be in attending a school like this.

**LI: To understand how educational success is measured.**

## **DARTS**

### What are SATS?

- SATS (standard assessment tests) are national curriculum tests taken by 7 and 11 year olds in England.

**Age 7** – Tested on reading, writing and maths at the end of KS1. Not published by the government.

**Age 11** – Sit written tests on maths and English. The results are published by the government and are used by the media to compile primary school league tables.

Identify 3 advantages and 3 disadvantages of SATs being used to examine children within primary and junior education.

### What are GCSEs?

- GCSE's (General Certificate of Secondary Education) were introduced in 1986, replacing O Levels and CSE.
- Taken in England, Wales and Northern Ireland, GCSE's provide a form of assessment, with pupils being awarded a grade based on how well they have performed in each subject.

**Until 2017** – A\* - G (U for ungraded)

**From 2017** – 9-1 in England. In Wales and Northern Ireland the old system continues.

### What are A-Levels?

**Create a timeline, giving information (on the next page) on what happened in the following years:**

**1989**

**2000**

**2015**

**Extension** – Identify and explain two different ways educational success can be measured.

### How do the old and new A-level systems compare?

Under the old system being phased out, AS-levels were studied in Year 12, with exams taken in May-June that were worth 50% of your overall A-level qualification.

Under the new system being introduced, all A-level exams will take place at the end of Year 13, with no marks from AS-levels contributing to the overall final grade.

Across the board, there will also be less coursework and fewer practical assessments.

**Seneca Lesson: Measuring educational success**

### What are A levels?

A levels (short for Advanced level) are the traditional qualifications that are offered by schools and colleges for students aged between 16 and 19.

The structure of A levels has change in recent years. In 1989, Advanced Supplementary (AS) awards were introduced; they were intended to broaden the subjects a pupil studied post-16. Initially, a pupil would study four subjects at AS level and three subjects at A level.

A levels evolved gradually from a two-year linear course, with an examination at the end, to a modular course between the late 1980s and 2000. By the year 2000, there was a strong educational reason to standardise the examination and offer greater breadth to pupils through modules.

Curriculum 2000 was introduced in September 2000, with the first new examinations taken in January and June of the following year.

The latest reforms for A level (2015) involved the qualification being divided into two – AS level and A level. Pupils can be assessed at the end of their first year of study (AS assessments), although if pupils are following an A level course they do not always take the AS examination at the end of the first year. If students are taking an A level, they will be assessed by examinations at the end of their second year of study – any AS examinations they took at the end of their first year of study do not count towards their A level grade as they did in previous years.

The first results for the new AS levels were in 2016 for some subjects, and for the A levels in 2017.

Schools are measured by government performance tables where they are compared against other schools on a number of factors.

Look up the League Table results for Essex

<https://www.compare-school-performance.service.gov.uk/schools-by-type?step=default&table=schools&region=881&la-name=essex&geographic=la&for=secondary>

1. What factors are being used to measure the success of schools?
2. Do you think this system of comparison is fair?

GCSE GRADE	Education Assessment Ladder		
	AO1	AO2	AO3
9	Candidates recall, select and communicate accurate and detailed knowledge and a comprehensive understanding of relevant social structures, processes and issues. Thorough answers demonstrating detailed, relevant knowledge and understanding of a range of factors. Evidence of appropriate and sustained sociological language, theories and concepts and these are described in detail. Excellent SPaG	They recognise issues and debates and deploy relevant evidence to reach valid and substantiated conclusions. They analyse links between structures, processes and issues to produce grounded and detailed analyses. The explanations will be fully developed and linked to current affairs and the wider world.	A fully developed analysis and evaluation of the relative importance of a range of factors linked to the topic. There is a sustained line of reasoning, which is coherent, relevant, substantiated and logically structured to support judgements and original and thorough conclusions. They evaluate the use of a range of appropriate methods, sources, information, sociological theories and data to address a question or issue and reach substantiated conclusions.
8	Candidates recall, select and communicate detailed knowledge and thorough understanding of relevant social structures, processes and issues. Coherent answers demonstrating detailed, relevant knowledge and understanding of a range of factors. Evidence of appropriate and sustained sociological language, theories and concepts and these are described in detail. Excellent SPaG	They apply relevant concepts, terms and theories effectively in a range of contexts. They recognise issues and debates and deploy relevant evidence to reach valid conclusions. They analyse links between structures, processes and issues to produce detailed analysis. The explanation will be fully developed.	A developed analysis and evaluation of the relative importance of a range of factors linked to the topic. There is a sustained line of reasoning, which is coherent, relevant, substantiated and logically structured to support judgements, and a conclusion linked to the specifics of the question. They identify, explain and evaluate the use of a range of appropriate methods, sources, information and data to address a question or issue.
7	Candidates recall, select and communicate detailed knowledge and understanding of relevant social structures, processes and issues. A coherent answer demonstrating detailed, relevant knowledge and understanding of a range of factors relating to the topic. There will be evidence of appropriate and sustained sociological language, and concepts are described in detail. Very good SPaG	They apply relevant concepts, terms and theories effectively in a range of contexts. They include relevant evidence to reach valid conclusions. They analyse links between structures, processes and issues to produce analysis. The explanation will be fully developed.	They identify, explain and evaluate the use of appropriate methods, sources, information and data to address a question or issue. They interpret information and data presented in a variety of forms, evaluate its relevance in relation to the arguments, and reach substantiated conclusions. There is a sustained line of reasoning, which is coherent, relevant and logically structured to support judgements, and a conclusion linked to the specifics of the question.
6	Candidates recall, select and communicate detailed knowledge and understanding of relevant social structures, processes and issues. A coherent answer demonstrating detailed, relevant knowledge and understanding of a range of factors, though some factors will be described in less detail than others will. There will be evidence of appropriate and sustained	They apply relevant concepts, terms and theories effectively in a range of contexts. They recognise issues and debates and deploy some relevant evidence to reach valid conclusions. They analyse links between structures, processes and issues to produce analyses. The explanation will be well developed.	Very detailed analysis and evaluation of the relative importance of relevant factors. They interpret information and data presented in a variety of forms, evaluate its relevance in relation to the arguments, and reach substantiated conclusions. They use concepts, terminology and conventions accurately and appropriately. Reasoned points may not be sustained throughout but are coherent and



	sociological language, and concepts are described in detail. Very good SPaG		relevant to support judgements and a conclusion linked to the question.
5	Coherent answers demonstrating detailed, relevant knowledge and understanding of relevant factors. Candidates recall, select and communicate sound knowledge and understanding of different social structures, processes and issues. There will be evidence of mostly appropriate sociological language and concepts, but these are not always in detail. Good SPaG	They apply appropriate concepts, terms and theories in a range of contexts. They analyse, in a limited way, the structures, processes and issues mentioned in the specification. They recognise and describe relevant issues, referring to appropriate arguments and evidence. They make straightforward links between structures, processes and issues. The explanations will be developed.	A well-balanced analysis or evaluation of relevant factors. Reasoning may not be sustained throughout. A relevant judgement or conclusion in relation to the specifics of the question. They identify and explain, in a limited way, the use of methods, sources, information and data to address a question or issue. They deploy a range of information and data as evidence for conclusions.
4	Answers has some coherence, demonstrating partial knowledge and understanding of factor(s), though lacking in detail and with inaccuracies. Candidates recall, select and communicate knowledge and understanding of different social structures, processes and issues. There will be evidence of mostly appropriate sociological language and concepts, but these are not sustained throughout.	Explanation may be undeveloped and contain inaccuracies. They apply appropriate concepts, terms and theories in a range of contexts. They offer some analyses of the structures, processes and issues covered. They make very straightforward links between structures, processes and issues.	Some balanced analysis or evaluation. Some judgement or conclusion in relation to the specifics of the question. They identify and explain the use of methods, sources, information and data to address a question or issue. They use some information and data as evidence for conclusions.
3	Some knowledge and understanding of some factor(s). Candidates recall, select and communicate limited knowledge and understanding of some social structures, processes and issues. There will be limited evidence of sociological language and concepts.	Some explanations given will be undeveloped and contain inaccuracies. They identify and explain the use of methods, sources, information and data to address a question or issue largely using non-sociological language.	Limited analysis or evaluation only, with some judgement or conclusion in relation to the specifics of the question. They identify evidence in a very limited way, the use of methods, sources, information and data to address a question or issue. They present simple conclusions that are supported by evidence.
2	Basic knowledge and understanding of some aspects of social structures, processes, and issues. There will be very basic evidence of sociological language and concepts.	Very basic explanations will be undeveloped and contain inaccuracies. They identify and explain in a simple, way the use of methods, sources, information and data to address a question or issue.	Very basic analysis or evaluation, if any. They identify evidence and relate it in a simple way to arguments. They present simple conclusions that are sometimes supported by basic evidence.
1	Very Basic knowledge and understanding of some aspects of social structures, processes, and issues. Little, if any, evidence of sociological language and concepts.	Any explanations will be undeveloped and/or inaccuracies. They identify and describe some of the use of methods, sources, information and data to address a question or issue.	Little analysis or evaluation, if any. They identify limited evidence and make basic links to the argument. They present simple conclusions.