

Subject	Year 12 Core Knowledge – Autumn/Spring/Summer term	How to support students' learning
Sociology	<p>Autumn Term Families –</p> <ol style="list-style-type: none"> 1. Outline and explain the contributions of functionalist, Marxist and feminist sociologists in relation to the function of the family. 2. Evaluate the contributions of different theoretical perspectives on the family. 3. Outline and explain the main reasons for trends in marriage, cohabitation, separation, divorce and childbearing in the last 50 years. 4. Evaluate the views of different theoretical perspectives on trends in the family. 5. Evaluate the extent to which trends in family diversity represent long term changes to family patterns. 6. Outline and explain the main trends in birth rate, death rate and migration within the UK. 7. Evaluate the reasons for and impact of changes in demographic trends. 8. Outline and explain how childhood is socially constructed. 9. Evaluate competing views surrounding the status of childhood. 10. Outline and explain the different ways in which equality can be measured within relationships. 11. Evaluate different sociological explanations as to whether relationships have become more equal. 12. Outline and explain a range of policies which have impacted the family. 13. Evaluate the impact of family policies from a range of theoretical perspectives. 	<ul style="list-style-type: none"> • Students have been provided with booklets which contain all the required information. • The objectives for each booklet have been divided into two distinct skills: “outline and explain” the ideas from within that booklet, and “evaluate” the ideas. • “Outline and explain” relates to simple knowledge recall. If this has been identified as a development point, you can support your child by asking them to explain the booklet to you or asking them targeted questions from it yourself. • “Evaluate” relates to the ability to critique the knowledge in order to show why it may/may not be useful. There are often sections in the booklets which explicitly state evaluation points. Your child should understand what you mean if you simply ask them to “evaluate the information in this booklet”. • The “apply” statement relate to a specific exam skill required by a unique essay in the research methods topic. This is not something that can be easily supported or developed outside of the classroom. If this has been identified as a focus, your child is strongly advised to seek additional support from their teachers. • Additionally, you may wish to encourage your child to complete revision materials on the relevant content (mind maps, flashcards, revision notes, etc) and/or plan or write an essay on the material (which can be found at the back of each booklet). • Whilst the ability to recall all theorists in each booklet is not strictly a requirement, students are still strongly encouraged to commit these to memory as they provide useful “hooks” on which to hang their recollection of concepts and ideas. As such, you may wish to encourage your child to create revision materials, and subsequently to test them on these. • Your child should be able to identify the relevant booklet which corresponds with each core knowledge statement. However,

	<p>Spring/Summer Term Education –</p> <ol style="list-style-type: none"> 14. Outline and explain the contributions of functionalist and Marxist sociologists in relation to the function of the education system. 15. Evaluate the contributions of different theoretical perspectives on education. 16. Outline and explain the key education policies brought in since 1944 (with reference to fairness, privatisation and marketisation). 17. Evaluate the effectiveness of education policies. 18. Outline and explain the impact that globalisation has had on the UK education system. 19. Outline and explain a range of factors explaining class differences in educational achievement. 20. Evaluate the relative importance of factors outside of school versus factors inside of school for class differences. 21. Outline and explain a range of factors explaining ethnic differences in educational achievement. 22. Evaluate the relative importance of factors outside of school versus factors inside of school for ethnic differences. 23. Outline and explain a range of factors explaining gender differences in educational achievement. 24. Evaluate the relative importance of factors outside of school versus factors inside of school for gender differences. 25. Outline and explain a range of factors explaining gender differences in subject choice. 26. Outline and explain the way in which processes within school can shape the gender/sexual identity of young people. 	<p>they are welcome to ask their teacher if they are unsure.</p>
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27. Outline and explain the contributions of Positivism and Interpretivism.

Research methods –

28. Outline and explain practical, ethical and theoretical strengths/limitations of questionnaires.
29. Evaluate the usefulness of questionnaires as a research method.
30. Outline and explain practical, ethical and theoretical strengths/limitations of interviews.
31. Evaluate the usefulness of interviews as a research method.
32. Outline and explain practical, ethical and theoretical strengths/limitations of observations.
33. Evaluate the usefulness of observations as a research method.
34. Outline and explain practical, ethical and theoretical strengths/limitations of experiments.
35. Evaluate the usefulness of experiments as a research method.
36. Outline and explain practical, ethical and theoretical strengths/limitations of secondary data.
37. Evaluate the usefulness of secondary data as a research method.
38. Apply their understanding of research methods to the study a range of topics within education.