	Sociology		Year Group:	12						
	HT1	HT1-2	HT2	нтз	нтз	HT3-4	HT4	HTS	HTS	HTS
	Introduction to Sociology	Research Methods	Education: Theories	Education: Differential Attainment	Education: Policies	Methods in Context	Families and Households: Theories of the Family and Couples	Families and Households: Childhood and Demography	Families and Households: Changing Family Patterns and Family	Families and Households: Social Policy and the Family and
Scheme title	To introduce students to a range of	To be able to design and evaluate a	To outline and evaluate a range of	To identify and explain class, gender	To describe a range of educational	To be able to apply and evaluate the	To outline and evaluate a range of	To explain the social construction and	Diversity To explain changing family patterns	Revision To understand the relationship
		range of research methods used in sociological research	perspectives on the role and function of education	and ethnic differences in educational achievement in contemporary society.	policies based on selection, comprehesivisation, marketisation and	use of a range of research methods in the study of education.	perspectives on the role of the family. To explain the different experiences of	changes in the status in the family in the UK. To consider how childhood is	and the diversity of contemporary family and household structures.	between the family structure and social change via policies. To explain
	of sociological perspectives.	accongrammature.	or education	To explain the role of schools in	privatisation and those designed to	the stody of education.	gender roles, domestic labour and	experienced differently across gender.	Identify and explain trends in family	cross-cultural examples of ways in
Purpose of				shaping gendered subject choice and gender identities.	compensate for inequalities. To be able to evaluate the impact of		power relationships in contemporary society.	ethnicity and social class. To identify and explain demographic trends in	structure, including the importance of personal choice.	which social policy has shaped family structures.
scheme	Students will learn :	Buantitative and qualitative methods	The role and functions of the	"differential educational achievement	educational policies. The impact of educational policies of	The application of the range of primary	Different sociological views, eg	modern Britain. The nature of childhood, and changes	Changing patterns of marriage,	The relationship of the family to the
	1)Building block concepts in	of research; research design	education system, including its relationship to the economy and to	of social groups by social class, gender and ethnicity in contemporary society"	selection, marketisation and privatisation, such as the tripartite	and secondary methods and sources of data (as covered below in AS level	functionalist, feminist, Marxist, New Right and postmodernist, on the role o	in the status of children in the family and society:	cohabitation, separation, divorce, childbearing and the life course,	social structure and social change, w particular reference to the economy
	Sociology: They will consider the	•Sources of data, including	class structure;	Patterns and trends in differential	system and the post-1988 education	Research Methods and in A-level	the family and its relationship to wider		including the sociology of personal life.	and to state policies:
	importance of the following concepts in the socialisation	questionnaires, interviews, participant and non-participant observation,	Functionalist and New Right	educational achievement by social class, ethnicity and gender, eg in	system, in relation to educational standards and class differences of	Theory and Methods) to the particular topics studied in education, with	social structures such as the economy.	•How childhood is socially constructed Pilcher, Aries, Wagg	and the diversity of contemporary family and household structures;	Comparative view:
	process; Socialisation; norms, values, roles, identity, culture,	experiments, documents and official statistics	explanations of the role and functions of the education system, eg in relation	relation to GCSE results.Official statistics on patterns	outcome; the globalisation of educational policy.	specific reference to the strengths and limitations of the different methods	Punctionalism: Parsons, Murdock +Criticism: Wilmott	 Bifferent sociological views on the nature and experience of childhood. 	An understanding of the trends in	Egs. China one-child policy, Commun Romania, Nazi family policy,
	primary, secondary, agents of		to social solidarity, skills teaching,	*	Ball, Whitty, David	and sources of data in different	and Young, Laslett and Anderson	Postman, Palmer, Womack	contemporary family and household	Democratic societies
	socialisation, positive and negative sanctions.	 The distinction between primary and secondary data, and between 	meritocracy, selection and role allocation.Durkheim, Parsons, Davis &	Different sociological explanations of social class differences in educational	The impact of educational policies	educational contexts.	•Manxism: Zaretsky, Engels	 How childhood is experienced differently across gender, ethnicity and 	structures, eg symmetrical family, beanpole families, matrifocal families,	
	2)The Nature vs Nature Dehate	quantitative and qualitative data	Moore, Chubb & Moe	achievement in relation to external factors (outside the education system).	aimed at achieving greater equality of opportunity or outcome, ea the	Researching Education Experiments	Beminism: Liberal, Marxist-Ansley, Radical- Greer.	social class. McRobbie and Garber, Brannen.	serial monogamy, lone-parent families, house husbands, living apart together,	Perspectives: •Bunctionalism: Fletcher
	They will understand the	•The relationship between positivism,	Marxist explanations of the role and	eg cultural deprivation, material	comprehensive system, compensatory	• Questionnaires	Somerville, Difference	Howard	same sex couples etc.	
1	importance of the role of environment and / or biology in	interpretivism and sociological methods; the nature of 'social facts'	functions of the education system, eg in relation to ideological state	deprivation and cultural capital.J.W.B. Douglas, Bernstein, Bourdieu	education policies, education action zones and tuition fees.	•Bhterviews •Bbservation	Bersonal life perspective: Tipper, Nordqvist and Smart,	 Eross cultural differences and how the experience of childhood has changed 	Chester, Giddens, Rapoports	•Bonzelot – including Foucault and Condry
1	human development, including the concept of feral children. They will	• The theoretical, practical and ethical	apparatuses, reproduction of social class inequality, legitimation of social	Different sociological explanations of	Douglas, Keddie, Ball	•Secondary data	Gender roles, domestic labour and	historically. Aries, Punch, Donzelot	Different sociological explanations for the reasons and significance of these	• The New Right- Almond, Murray+
1	understand the position of sociologists in this debate. They will	considerations influencing choice of topic, choice of method(s) and the	class inequality. Althusser, Bowles and Gintis Willis	gender differences in educational achievement in relation to external	Education policies in relation to gender and ethnic differences and their		power relationships within the family in contemporary society	Demographic trends in the United	trends.Weeks, Chester, Stacey	influence on policies-Cons 1979-97, New Labour 97-2010, Coalition 2010
	be able to use evidence to support	conduct of research		factors, eg changes in the family and	impact, eg GIST, WISE and multicultural		·Bifferent sociological arguments and	Kingdom since 1900: birth rates, death	Including the significance of individual	
	and challenge both the nature and nurture approach.		+ Links to Interactionist, Feminist and Postmodernist approaches to	labour market affecting women and men and the influence of feminist	education. Francis, Sewell, Mirza		evidence on this, including an understanding of the extent of change:	rates, family size, life expectancy, ageing population, and migration and	choice in personal relationships and the significance of relationships	•Beminism-Land, Leonard, Drew
	marture approach.		Education	ideas.Sharpe, McRobbie, Francis			and also diversity of experiences.	globalisation:	beyond the traditional family	+ Preparation for mock exams
	3)An Introduction to theoretical			Different sociological explanations of	Different sociological explanations of the impact of educational policies, eg		Dunscombe and Marsden, Pahl, Dunne	Sociological debates about the nature causes and significance of these	, structures. May, Smart, Stacey	
Knowledge in	perspectives: They will understand the key concepts and ideas			ethnic differences in educational achievement in relation to external	in relation to parentocracy and differences in economic and cultural		Bifferent aspects of relationships, eg domestic labour, childcare, domestic	changes. McKenwn Hirsch Townsend	1	
sequence	connected to each of the following	Footstanded Words 11	Contained Tools 11	factors, eg cultural denrivation	canital	Footstanded Words 11	violence finance dual hurden triple	How these changes impact on family	Contributed Tools (1)	Footstanded Word - 21
	Sociological Topics and issues: • The use of topics to be studied	Sociological Topics and issues: •The use of topics to be studied later	Sociological Topics and issues: • The use of contemporary examples to	Sociological Topics and issues: • The use of contemporary examples to	Sociological Topics and issues: •A brief history of Education since 1944	Sociological Topics and issues: • The use of topics to be studied later	Sociological Topics and issues: • The use of contemporary sociological	Sociological Topics and issues: •The use of contemporary sociological	Sociological Topics and issues: •The use of contemporary sociological	Sociological Topics and issues: • The use of contemporary sociologic
	later on the course to illustrate the theoretical perspectives.	on the course to illustrate the usefulness of research methods	illustrate the theoretical perspectives. •Binks to Interactionist, Feminist and	illustrate the gaps in attainment. Students will utilise/start to develop	will be offered-covering the Tripartite system-not named in the spec. Helps to	on the course to illustrate the theoretical perspectives.	issues to illustrate the theoretical perspectives.	issues to illustrate the concepts covered.	issues to illustrate the concepts covered.	issues to illustrate the concepts covered.
	•The use of contemporary	The use of new sociological research. Students will utilise/start to develop	Postmodernist approaches to	the following skills:	give context. Students will utilise/start to develop	 The use of contemporary sociological 	• The use of a variety of cross-cultural	•The use of a variety of cross-cultural	•The use of a variety of cross-cultural	•The use of a variety of cross-cultura
	sociological issues to illustrate the theoretical perspectives.	the following skills:	education- not embedded in this unit in the spec but could feature in a 30m	•Bse of chains of reasoning to explain the key features and/or impact of each	the following skills:	issues to illustrate the theoretical perspectives.	examples and case studies . Students will utilise/start to develop	examples and case studies . Students will utilise/start to develop	examples and case studies . Students will utilise/start to develop	examples and case studies . Students will utilise/start to develop
	•The use of a variety of cross- cultural examples and case studies.	•Bse of chains of reasoning to explain the key features and/or impact of each	essay. Students will utilise/start to develop	perspective. •Bvaluation and analysis skills through	•Bse of chains of reasoning to explain the key features and/or impact of each	•The use of a variety of cross-cultural examples and case studies	the following skills: *Bse of chains of reasoning to explain	the following skills: •Bse of chains of reasoning to explain	the following skills: •Bse of chains of reasoning to explain	the following skills: •Bse of chains of reasoning to expla
	Students will utilise/start to develop	perspective. •Bvaluation and analysis skills through	the following skills: •Bse of chains of reasoning to explain	theoretical debates	the key features and/or impact or each perspective. •Bvaluation and analysis skills through	Students will utilise/start to develop	the key features and/or impact of each	the key features and/or impact of each	the key features and/or impact of each	the key features and/or impact of ea
	the following skills: •Bse of chains of reasoning to	theoretical debates .	 Use of chains of reasoning to explain the key features and/or impact of each 	•A PEEEL chain structure to paragraphs in their essays.	theoretical debates.	the following skills: •Bse of chains of reasoning to explain	perspective. •Bvaluation and analysis skills through	perspective. •Evaluation and analysis skills through	perspective. •Bvaluation and analysis skills through	perspective. *Bvaluation and analysis skills through
	explain the key features and/or impact of each perspective	•IR PEEEL chain structure to paragraphs in their essays.	perspective. •Pivalisation and analysis skills through	•Application of evidence-based research.	•A PEEEL chain structure to paragraphs in their essays.	the key features and/or impact of each perspective.	theoretical debates . •A PEEEL chain structure to paragraphs	theoretical debates .	theoretical debates . •M PEEEL chain structure to paragraphs	theoretical debates . •A PEEEL chain structure to paragrap
	Bvaluation and analysis skills through theoretical debates	•Application of evidence-based	theoretical debates .		•Application of evidence-based	· Evaluation and analysis skills through	in their essays.	in their essays.	in their essays. •Boolication of evidence-based	in their essays.
	•A PEEEL chain structure to	research.	 M PEEEL chain structure to paragraphs in their essays. 		research.	theoretical debates . •A PEEEL chain structure to paragraphs	•Application of evidence-based research.	 Application of evidence-based research. 	 Application of evidence-based research. 	 Application of evidence-based research.
	paragraphs in their essays. •Application of evidence-based		•Mpplication of evidence-based research.			in their essays. •Application of evidence-based			1	
	•Application of evidence-based research.		- consult bills			•application of evidence-based research.			1	
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Skills	Socialisation	Research Methods:	Academies	Academies	Academies	Research Methods:	Ageing population	Ageing population	Ageing population	Ageing population
	Norms	Quantitative, Qualitative, , Positivism,	Admission policies	Admission policies	Admission policies	Quantitative, Qualitative, , Positivism,	Ageing population Beanpole family	Ageing population Beanpole family	Ageing population Beanpole family	Ageing population Beanpole family
	Values Roles	Interpretivism, Ethical Issues-informed consent, confidentiality, deception,	Anti-school subculture Banding	Anti-school subculture Banding	Anti-school subculture Banding	Interpretivism, Ethical Issues-informed consent, confidentiality, deception,	Birth rate Breadwinner	Birth rate Breadwinner	Birth rate Breadwinner	Birth rate Breadwinner
	Identity Positive sanctions	validity, Reliability, Representativeness. Hypothesis	Compensatory education Comprehensive	Compensatory education Comprehensive	Compensatory education Comprehensive	validity, Reliability, Representativeness. Hypothesis	Cereal packet family Childhood	Cereal packet family Childhood	Cereal packet family Childhood	Cereal packet family Childhood
	Negative sanctions	,Triangulation, Correlation,	Correspondence principle Crisis of masculinity	Correspondence principle Crisis of masculinity	Correspondence principle Crisis of masculinity	.Triangulation. Correlation.	Civil partnership	Civil partnership	Civil partnership	Civil partnership
	Primary Secondary	Longitudinal study, pilot study, case study, ethnography, hypothetico-	Cultural capital	Cultural capital	Cultural capital	Longitudinal study, pilot study, case study, ethnography, hypothetico-	Confluent love Clare's Law	Confluent love Clare's Law	Confluent love Clare's Law	Confluent love Clare's Law
	Culture Agents of socialisation	deductive model, experiments-lab, field, comparative method,	Cultural deprivation Deferred gratification	Cultural deprivation Deferred gratification	Cultural deprivation Deferred gratification	deductive model, experiments-lab, field, comparative method,	Conjugal role Cohabitation	Conjugal role Cohabitation	Conjugal role Cohabitation	Conjugal role Cohabitation
	Consensus	questionnaires/social surveys,	Education Action Zones	Education Action Zones	Education Action Zones	questionnaires/social surveys,	Dark side of the family	Dark side of the family	Dark side of the family	Dark side of the family
	Social structure Social solidarity	interviews-structured, unstructured, group, observation- participant, non-	Educational Triage Elaborated Code	Educational Triage Elaborated Code	Educational Triage Elaborated Code	interviews-structured, unstructured, group, observation-participant, non-	Dependency culture Divorce rate	Dependency culture Divorce rate	Dependency culture Divorce rate	Dependency culture Divorce rate
	Social cohesion Meritocracy	participant, covert , overt, official statistics, documents, Sampling-eg	Ethnocentric curriculum False class consciousness	Ethnocentric curriculum False class consciousness	Ethnocentric curriculum False class consciousness	participant, covert , overt, official statistics, documents.	Death rate Dependency ratio	Death rate Dependency ratio	Death rate Dependency ratio	Death rate Dependency ratio
	Conflict	representative, random, systematic,	Free Schools	Free Schools	Free Schools	, , , , , , , , , , , , , , , , , , , ,	Domestic labour	Domestic labour	Domestic labour	Domestic labour
	Social action Social meanings	snowball,quota, volunteer, Sampling frame, sample.	Funding Formula GIST	Funding Formula GIST	Funding Formula GIST		Domestic division of labour Expressive role	Domestic division of labour Expressive role	Domestic division of labour Expressive role	Domestic division of labour Expressive role
	Looking glass self Social construct		Grammar school Habitus	Grammar school Habitus	Grammar school Habitus		Extended family Fertility rate	Extended family Fertility rate	Extended family Fertility rate	Extended family Fertility rate
	Labelling		Halo effect	Halo effect	Halo effect		Gender role	Gender role	Gender role	Gender role
	Self-fulfilling prophecy Capitalism		Hegemony Hidden Curriculum	Hegemony Hidden Curriculum	Hegemony Hidden Curriculum		Kinship LATS	Kinship LATS	Kinship LATS	Kinship LATS
	Hierarchy Alienation		Hierarchy Secondary socialisation	Hierarchy Secondary socialisation	Hierarchy Secondary socialisation		Life course Life expectancy	Life course Life expectancy	Life course Life expectancy	Life course Life expectancy
	Bourgeoisie		Specialist skills	Specialist skills	Specialist skills		Marriage	Marriage	Marriage	Marriage
Key Words	Proletariat Superstructure		Social cohesion Sifting and sorting	Social cohesion Sifting and sorting	Social cohesion Sifting and sorting		Migration Modified extended familyMarriage	Migration Modified extended familyMarriage	Migration Modified extended familyMarriage	Migration Modified extended familyMarriage
	Globalisation Risk society		Selection SettingIdeal pupil	Selection Setting	Selection Setting		rate Migration	rate Migration	rate Migration	rate Migration
	Hyperreality Grand narratives		Ideological state apparatus	Social capital	Social capital		Monogamy	Monogamy Nuclear family	Monogamy	Monogamy Nuclear family
	orand narratives		Immediate gratification Labelling	Sure Start Universalistic values	Sure Start Universalistic values		Nuclear family Patriarchy	Patriarchy	Nuclear family Patriarchy	Patriarchy
			Marketization Meritocracy	WISEIdeal pupil Ideological state apparatus	WISEIdeological state apparatus Immediate gratification		Pure relationship Reconstituted family	Pure relationship Reconstituted family	Pure relationship Reconstituted family	Pure relationship Reconstituted family
			Material deprivation	Immediate gratification	Labelling		Same sex family	Same sex family	Same sex family	Same sex family
			Myth of meritocracy New vocationalism	Labelling Marketization	Marketization Meritocracy		Singlehood Secularisation	Singlehood Secularisation	Singlehood Secularisation	Singlehood Secularisation
			Parentocracy Particularistic values	Meritocracy Material deprivation	Material deprivation Myth of meritocracy		Sociology of personal life Separation	Sociology of personal life Separation	Sociology of personal life Separation	Sociology of personal life Separation
			Privatisation Pro-school subculture	Myth of meritocracy	New vocationalism		Structural differentiation	Structural differentiation	Structural differentiation	Structural differentiation
			Restricted code	New vocationalism Parentocracy	Parentocracy Particularistic values		Toxic childhood	Toxic childhood	Toxic childhood	Taxic childhood
			Role allocation Social capital	Particularistic values Privatisation	Privatisation Pro-school subculture				1	
			Sure Start	Pro-school subculture	Restricted code					
			Universalistic values WISE	Restricted code Role allocation	Role allocation					
			1							
					l .	Paper 1:Theory and Methods	Paper 2: Topic A Families and	Paper 2: Topic A Families and	Paper 2: Topic A Families and	Paper 2: Topic A Families and
	Paper 1 and 3: Theory and Methods	Paper 1 and 3 : Theory and Methods	Paper 1: Education	Paper 1: Education	Paper 1: Education					Households
	Paper 1 and 3: Theory and Methods	Paper 1 and 3 : Theory and Methods	Paper 1: Education	Paper 1: Education	Paper 1: Education		Households	Households	Households	
End Point	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	,					nouseroids	Households	Households	
End Point	Progress Points: Lesson 4:* if possible	Progress Points: L3 : Progress Point:	Progress Points: Lesson 5:	Progress Points:	Progress Points:	Progress Points:	Progress Points:	Households Progress Points:	Households Progress Points:	Progress Points: L4 : Progress Point : Social Policy
End Point	Progress Points: Lesson 4:* if possible Nature vs Nurture:	Progress Points: L3 : Progress Point: Factors affecting choice of topic and	Progress Points: Lesson 5: Short answer questions on	Progress Points: L1: Final assessment on Theories of	Progress Points: L7: Mid Unit assessment	L6 Progress Point: 20m essay on	L4: Progress Point: 2 x 10m on	L4: Progress Point: 2 x 10m on	L4: Progress Point: 2 x 10m on Changing	L4: Progress Point : Social Policy
End Point	Progress Points: Lesson 4.* if possible Nature vs Nurture: 20 mark essay -timed 30 mins	Progress Points: 1.3 : Progress Point: Factors affecting choice of topic and method – 20m 1.10 Mid Unit assessment:	Progress Points: Lesson 5: Short answer questions on Functionalism and New Right theory of Education	Progress Points:	Progress Points:	L6 Progress Point: 20m essay on Questionnaires/Experiments	L4: Progress Point: 2 x 10m on Functionalist and Manist theories	L4: Progress Point: 2 x 10m on Childhood	L4: Progress Point: 2 x 10m on Changing family patterns	Progress Points: L4 : Progress Point : Social Policy L6: Families and Households Mock
End Point	Progress Points: Lesson 4:1 if possible Nature vs Nurture: 20 mark essay-timed 30 mins Lesson 9-10: Feminism Group	Progress Points: L3 : Progress Point: Factors affecting choice of topic and method — 200	Progress Points: Lesson 5: Short answer questions on Functionalism and New Right theory of Education Fungority of assessment of this unit	Progress Points: L1: Final assessment on Theories of Education 10/30m 16: Progress point:	Progress Points: L7: Mid Unit assessment Essay on Marketisation policies-30m	L6 Progress Point: 20m essay on Questionnaires/Experiments L11 Mid Unit assessment	L4: Progress Point: 2 x 10m on Functionalist and Mandst theories L7: Mid unit assessment:	L4: Progress Point: 2 x 10m on Childhood L8: Mid unit assessment:	L4: Progress Point: 2 x 10m on Changing family patterns L6: Mid unit assessment:	L4 : Progress Point : Social Policy L6: Families and Households Mock
End Point	Progress Points: Lesson 4-1 if possible Nature vs Nurture: 20 mark essay -6 med 30 mins Lesson 9-10: Feminism Group Presentation to the class- oracy and content peer a sessed and teacher	Progress Points: 13: Progress Point: Factors affecting choice of topic and method – 20m 110 Mid Unit assessment: 10m and 20m on Experiments and Questionnaires 117 Mid Unit assessment:	Progress Points: Lesson 5: Short answer questions on Functionalism and New Right theory of Education	Progress Points: L1: Final assessment on Theories of Education	Progress Points: L7: Mid Unit assessment Essay on Marketisation policies-30m L2-33 Final assessment: Full paper on Education topics	L6 Progress Point: 20m essay on Questionnaires/Experiments L11 Mid Unit assessment 2 x 20m on interviews and observation	L4: Progress Point: 2 x 10m on Functionalist and Manist theories	L4: Progress Point: 2 x 10m on Childhood	L4: Progress Point: 2 x 10m on Changing family patterns	L4: Progress Point: Social Policy L6: Families and Households Mock **Possibly a second final assessmen towards end of HTS and start of HT6
End Point	Progress Points: Lesson 4.º If possible Nature vs Nurture: 20 mark eszay femed 30 mins Lesson 9-10: Feminism Group Presentation to the class-oracy and content peer assessed and teacher assessed. Whole class feedback.	Progress Point: 13: Progress Point: 13: Progress Point: Factors affecting choice of topic and method – 20m 11:00 Mid Unit assessment: 100 and 20 m on Experiments and Questionnaires 11:7 Mid Unit assessment: 10m and 20m on either Experiments, interviews, Questionnaires	Progress Points: Lesson 5: Short answer questions on Functionalism and New Right theory of Education Fungority of assessment of this unit	Progress Points: L1: Final assessment on Theories of Education 10/30m L6: Progress point: 4/6/20m on Class and attainment	Progress Points: 17: Mid Unit assessment Essay on Marketisation policies-30m 112-13 Final assessment: Full paper on	L6 Progress Point: 20m essay on Questionnaires/Experiments L11 Mid Unit assessment 2 x 20m on interviews and observation L15 Final assessment of MIC 2 x 20m on either of the research	L4: Progress Point: 2 x 10m on Functionalist and Marrist theories L7: Mid unit assessment: 10m and 20m essay on Theories of the Family L10: Progress Point: Couples	L4: Progress Point: 2 x 10m on Childhood L8: Mid unit assessment: 10m and 20m essay on Childhood L12: Final assessment :	L4: Progress Point: 2 x 10m on Changing family patterns L6: Mid unit assessment: 10m and 20m essay Changing Family patterns	L4 : Progress Point : Social Policy L6: Families and Households Mock
End Point	Progress Points: Lesson 4.11 possible Nature to Nurture: 20 mark essay - United 30 mins Lesson 9.10. Femiliam Group respentation to the date oracy and content peer assessed and teacher assessed. Whole class feedback. Final assessment: Lesson 14:	Progress Points: 33. Progress Points: 33. Progress Points: 134. Progress Points: 154. Progress Points: 150 Mail Unit assessment: 100 m and 200 m on Experiments and Obsettionnaires: 117 Mid Unit assessment: 117 Mid Unit assessment: 118 mail 200 m on Experiments, interviews, Questionnaires 112 Progress point -10m on	Progress Points: Lesson 5: Short answer questions on Functionalism and New Right theory of Education Fungority of assessment of this unit	Progress Points: 1.1 Final assessment on Theories of Education 1.0 John 1.0 John 1.0 John 1.0 John 1.0 John 1.1 John 1.	Progress Points: L7: Mid Unit assessment Essay on Marketisation policies-30m L2-33 Final assessment: Full paper on Education topics	L6 Progress Point: 20m essay on Questionnaires/Experiments L11 Mid Unit assessment 2 x 20m on interviews and observation L15 Final assessment of MiC	L4: Progress Point: 2 x 10m on Functionalist and Manrist theories L7: Mid unit assessment: 10m and 20m essay on Theories of the Family	LB: Progress Point: 2 x 10m on Childhood LB: Mid unit assessment: 10m and 20m essay on Childhood L12: Final assessment : 2 x 10m and 20m on Childhood and	L4: Progress Point: 2 x 10m on Changing family patterns L6: Mid unit assessment: 10m and 20m essay Changing Family patterns L10: Final assessment:	L4: Progress Point: Social Policy L6: Families and Households Mock **Possibly a second final assessmen towards end of HTS and start of HT6
End Point	Progress Points: Lesson 4.º If possible Nature vs Nurture: 20 mark eszay femed 30 mins Lesson 9-10: Feminism Group Presentation to the class-oracy and content peer assessed and teacher assessed. Whole class feedback.	Progress Points: 13. Progress Points: 13. Progress Points: 13. Progress Points: 10. Med Unit associated: 10. Med Unit ass	Progress Points: Lesson 5: Short answer questions on Functionalism and New Right theory of Education Fungority of assessment of this unit	Progress Points: L1: Final assessment on Theories of Education 10/30m L6: Progress point: 4/6/20m on Class and attainment	Progress Points: L7: Mid Unit assessment Essay on Marketisation policies-30m L2-33 Final assessment: Full paper on Education topics	L6 Progress Point: 20m essay on Questionnaires/Experiments L11 Mid Unit assessment 2 x 20m on interviews and observation L15 Final assessment of MIC 2 x 20m on either of the research	L4: Progress Point: 2 x 10m on Functionalist and Mandst theories L7: Mid unit assessment: 10m and 20m essay on Theories of the Family L10: Progress Point: Couples 2 x 10m	L4: Progress Point: 2 x 10m on Childhood L8: Mid unit assessment: 10m and 20m essay on Childhood L12: Final assessment :	L4: Progress Point: 2 x 10m on Changing family patterns L6: Mid unit assessment: 10m and 20m essay Changing Family patterns	L4: Progress Point: Social Policy L6: Families and Households Mock **Possibly a second final assessmen towards end of HTS and start of HT6
End Point	Progress Points: Lesson 4:11 possible Nature vs Nutrum: 20 mark essay - limed 30 mins Lesson 9-10. Feminism Group Presentation to the class- oracy and content peer assessed and teacher assessed. Whole class feedback. Final assessment. Lesson 14: 10 marker x 2 and 20 marker on the	Progress Points: 13. Progress Points: 13. Progress Points: Factor affecting police of topic and method – 2 miles of the police of topic and method – 2 miles of the police of the pol	Progress Points: Lesson 5: Short answer questions on Functionalism and New Right theory of Education Fungority of assessment of this unit	Progress Points: LL: Final assessment on Theories of Education (Education (1997)) LB: Progress point: 4/6/10/10 no Class and attainment LIZ: Mul unit assessment: 10m and 20m on class and gender and attainment	Progress Points: L7: Mid Unit assessment Essay on Marketisation policies-30m L2-33 Final assessment: Full paper on Education topics	L6 Progress Point: 20m essay on Questionnaires/Experiments L11 Mid Unit assessment 2 x 20m on interviews and observation L15 Final assessment of MIC 2 x 20m on either of the research	L4: Progress Point: 2 x 10m on Functionalist and Marrist theories L7: Mid unit assessment: 10m and 20m essay on Theories of the Family L10: Progress Point: Couples	LB: Progress Point: 2 x 10m on Childhood LB: Mid unit assessment: 10m and 20m essay on Childhood L12: Final assessment : 2 x 10m and 20m on Childhood and	L4: Progress Point: 2 x 10m on Changing family patterns L6: Mid unit assessment: 10m and 20m escay Changing Family patterns L10: Final assessment: 2 x 10m and 20m on Changing family	L4: Progress Point: Social Policy L6: Families and Households Mock **Possibly a second final assessmen towards end of HTS and start of HT6
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