

# Year 12 MOCK Exam Checklist

Subject SOCIOLOGY	Paper 1	Duration .2 hours
What to revise	How to revise it: <a href="#">PAGES OF TEXT BOOK</a> Past papers pack / paragraph planning sheet /	
	<b>Education</b>	Text Book Reference
1	<b><u>Functionalism</u></b> Key beliefs about education Key research including Parsons, Durkheim, Davis & Moore At least 3 criticisms of this interpretation of education	4-14
2	<b><u>Neo-Liberal / New Right</u></b> Explain the link to functionalism, use a policy from policy section to illustrate Key examples including marketization of education At least 3 criticisms of this interpretation of education	4-14
3	<b><u>Marxism</u></b> Key beliefs about education Key research including Marx, Althusser, Bowles & Gintis Include also Neo-Marxists such as Giroux and explain link between traditional Marxism and neo-Marxism At least 3 criticisms of this interpretation of education	4-14
4	<b><u>Feminism</u></b> Key beliefs about education – more on this in gender section, ensure basics written here. Key research including Wilkinson At least 2 criticisms of this interpretation of education	4-14
5	<b><u>Postmodernism</u></b> Key beliefs about education (and society in general) Key research including Usher, Bryant & Johnston At least 1 critique of this approach	4-14
6	<b><u>Educational Achievement by class</u></b> Key patterns and characteristics, GCSE, A-Level, membership of private schooling, taking up university places and at which universities (traditional, new, Oxbridge) Explanations for patterns of achievement including; material deprivation, cultural deprivation, cultural capital, labelling & Self-fulfilling prophecies, At least one pieces of research in each of the concepts listed above, for example; Sugarman, Bernstein, Ball, Sullivan etc. Discussion of these factors; do they actually matter? Are other processes more important? Is the research in support flawed? Etc.	15-30
7	<b><u>Educational Achievement by Ethnicity</u></b> Key patterns and characteristics, GCSE, A-Level, membership of private schooling, taking up university places and at which universities (traditional, new, Oxbridge) as well as school exclusion, setting and streaming and types of qualification. Explanations for patterns of achievement including; material deprivation and link to class, cultural explanations for high and low achievement, cultural deprivation, language, institutional racism, ethnocentric curriculum, labelling & Self-fulfilling prophecies, At least one piece of research in each of the concepts listed above, for example; Tickly, Mirza, Swann report, Boffer, Gilbourn, Sewell, Modood etc. Discussion of these factors; do they actually matter? Are other processes more important? Is the research in support flawed? Etc.	31-40

8	<p><b>Educational Achievement by Gender</b></p> <p>Key patterns and characteristics, GCSE, A-Level, membership of private schooling, taking up university places and at which universities (traditional, new, Oxbridge) as well as school exclusion, setting and streaming and types of qualification.</p> <p>Explanations for patterns of achievement including; gender socialisation, Peer group pressure, teacher role models, feminisation of education, gender quake and rise in status of females, crisis of masculinity, Pedagogy and teaching styles, curriculum and assessment, labelling &amp; Self-fulfilling prophecies,</p> <p>At least one piece of research in each of the concepts listed above, for example; Skelton, Colley, Epstein, Sue Sharpe, Wilkinson, Fuller, Edwards &amp; David. Etc.</p> <p>Discussion of these factors; do they actually matter? Are other processes more important? Is the research in support flawed? Etc.</p>	41-55
9	<p><b>Educational experience by Gender</b></p> <p>The patterns of subject choice, explanations for and the consequences for men and women of this 'choice'.</p>	41-55
10	<p><b>The Hidden Curriculum</b></p> <p>Key features and <u>examples from school system</u> – setting, hands up, uniform, etc.</p> <p>Description of the process</p> <p>Links to educational achievement – <i>explain how it happens</i></p> <p>Major research and theorists for this concept including; Bowles &amp; Gintis, Giroux.</p>	23-27 56-67
11	<p><b>Pupil Subcultures</b></p> <p>Key features and <u>examples from school system</u> – setting, racism, gendered groups, ethnic groups, etc.</p> <p>Description of the process</p> <p>Links to educational achievement – <i>explain how it happens</i></p> <p>Major research and theorists for this concept including; Sewell, Hargreaves, Griffin, Mirza, Willis</p>	23-27 56-67
12	<p><b>Other Relationships &amp; Processes Inc. Labelling</b></p> <p>School organisation:</p> <p>Key features and <u>examples from school system</u> – timetable, tables and chairs, hierarchy, etc.</p> <p>Description of the process</p> <p>Links to educational achievement – <i>explain how it happens</i></p> <p>Major research and theorists for this concept including; Ireson, Connolly.</p>	23-27 56-67
13	<p><b>The Tripartite System 1944</b></p> <p>Key features, dates, structures and impact on schools. 11+, types of school,</p> <p>The political context and explanation for its introduction</p> <p>Evidence or theory that this policy worked to reduce inequality, boost social mobility or improve educational standards (whatever the aim was)</p> <p>Criticism of the policy, especially the impact on class, gender and ethnicity.</p> <p>Key research that supports above points such as; Ball, Crowther Report.</p>	68-85
14	<p><b>The Comprehensive System 1965-79</b></p> <p>Key features, dates, structures and impact on schools. Catchment areas, setting, etc.</p> <p>The political context and explanation for its introduction</p> <p>Evidence or theory that this policy worked to reduce inequality, boost social mobility or improve educational standards (whatever the aim was)</p> <p>Criticism of the policy, especially the impact on class, gender and ethnicity.</p> <p>Key research that supports above points such as; Hargreaves, Ball, New-Right.</p>	68-85
15	<p><b>The New Vocationalism of 1979-97</b></p> <p>Key features, dates, structures and impact on schools. BTEC, GNVQ, gendered subjects etc.</p> <p>The political context and explanation for its introduction</p> <p>Evidence or theory that this policy worked to reduce inequality, boost social mobility or improve educational standards (whatever the aim was)</p> <p>Criticism of the policy, especially the impact on class, gender and ethnicity.</p> <p>Key research that supports above points such as; Finn, Buswell, Cohen.</p>	68-85
16	<p><b>The 1988 Education Reform Act 1988</b></p> <p>Key features, dates, structures and impact on schools. League tables, testing, national curriculum, marketization, grants to attend private schools, privatisation.</p>	68-85

	<p>The political context and explanation for its introduction</p> <p>Evidence or theory that this policy worked to reduce inequality, boost social mobility or improve educational standards (whatever the aim was)</p> <p>Criticism of the policy, especially the impact on class, gender and ethnicity.</p> <p>Key research that supports above points such as; Ball, left wing criticism</p>	
17	<p><b><u>The New labour Policies of 1997-2010</u></b></p> <p>Key features, dates, structures and impact on schools. Specialist schools, work related learning, choice in education, academies, sure start, EMA, nurseries, Educational action zones – EAZs,</p> <p>The political context and explanation for its introduction</p> <p>Evidence or theory that this policy worked to reduce inequality, boost social mobility or improve educational standards (whatever the aim was)</p> <p>Criticism of the policy, especially the impact on class, gender and ethnicity.</p> <p>Key research that supports above points such as; Tomlison, McKinght.</p>	68-85
18	<p><b><u>The Coalition Policies of 2010-2015</u></b></p> <p>Key features, dates, structures and impact on schools. Academies, free schools, English Baccalaureate, vocational reforms, Michael Gove, university fees, compensatory education, linear A levels. Etc.</p> <p>The political context and explanation for its introduction</p> <p>Evidence or theory that this policy worked to reduce inequality, boost social mobility or improve educational standards (whatever the aim was)</p> <p>Criticism of the policy, especially the impact on class, gender and ethnicity.</p> <p>Key research that supports above points such as; Ratcliffe,</p>	68-85
19	<p><b><u>The impact of globalisation on educational policy and practice</u></b></p> <p>Key features, dates, structures and impact on schools. International qualifications, university internationalisation,</p> <p>The political context and explanation for its introduction</p> <p>Evidence or theory that this policy worked to reduce inequality, boost social mobility or improve educational standards (whatever the aim was)</p> <p>Criticism of the policy, especially the impact on class, gender and ethnicity.</p> <p>Key research that supports above points.</p>	68-85
	<b>Theory &amp; Methods</b>	
20	<p>Design</p> <p>Research background</p>	B1 P92

	Existing data The relationship between theory and research	
21	QUAL AND QUANT DATA Outline of these methods Relationship with positivism and approach to research	B1 109-127
22	QUESTIONNAIRES Descriptions Types of questions; (closed, open, scaled, Likert, etc) Theoretical and practical implications and evaluations of this research	B1 110-112 128-132
23	EXPERIMENTS Basic types; field, lab, natural Descriptions and evaluations Examples in sociology or in social science	B1 113-115
24	INTERVIEWS Types of interviews; structured, semi-structured and non-structured Descriptions and evaluations Examples in sociology or in social science	B1 123 128-132 134-135
25	DOCS AND STATS Use of official statistics, Crime surveys, census data etc. Basic descriptions, examples and evaluations  Sociological documents, examples; diaries, newspapers, internet, pictures, art, letter etc. Basic descriptions, examples and evaluations Evidence of content analysis and notes on this project	B1 141-151
26	SAMPLING Random Volunteer/self-selecting Opportunity Stratified Theoretical Descriptions and evaluations of each sampling method	B1 111
27	OBSERVATION Observation techniques Relationship with validity and reliability Relationship with objectivity and subjectivity Descriptions and evaluations Examples in sociology or in social science	B1119-122
28	PRIM AND SEC DATA Description of the different and examples	B1 141
29	POSITIVISM AND INTERPRETIVISM Link to theory Social facts Cause and effect	B1 97-103 126
30	FACTORS IN RESEARCH Choice of research areas, ethical, practical, theoretical barriers to research Funding, fashion and politics	B1 98-103
31	CONSENSUS VS CONFLICT	B2 109-133
32	A summary of the methodological views of sociological theories	B2 134-152
33	SOCIOLOGY AS A SCIENCE Relationship to objectivity Scientific Paradigms Falsifiability Rigour and peer review	B2 153-168
34	MODERNITY AND POST MODERNITY Descriptions of each concept Examples and discussion on the extent to which society is postmodern Essay on postmodernity	B2 134-142
35	VALUE FREEDOM Linked to concepts of Science, methods and social facts	B1 92-96
36	SOCIAL POLICY How sociology affects policy Political agenda of social research Funding research	B2 169-178

37	<p>The type of method used in sociology is influenced by the theoretical position of the researcher. For example, Functionalists tend to use quantitative data and methods because they are structural theorists that believe in social facts.</p> <p>So, there is an important link between the methods you study in Year 1 and the theory you study in Year 2.</p> <p>In addition – you could be examined on theory OR methods in Paper 1..... and you could be examined on theory OR methods (or possibly both!) in paper 3.</p> <p>In order to organise this, we are putting methods in folder 1 and theory in folder 3 but remember the above!</p>	
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