



Highsted Knowledge Organiser	Subject: Sociology	Year: 10	Terms: 4 and 5
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What I need to know: <ul style="list-style-type: none"> • The roles and functions of education • The relationship between education and capitalism • Education and patterns of achievement by social group • Processes within schools 	Key Vocabulary: <ul style="list-style-type: none"> • Anti-school subculture • Cultural capital • Ethnocentric curriculum • Formal curriculum • Glass ceiling • Hidden curriculum 	<ul style="list-style-type: none"> • Labelling • League tables • Marketisation • Master status • Self-fulfilling prophecy • Setting
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Student reference point
[Sociology - GCSE - Education learning journey.pdf](#)

* GCSE: Topic 2: Education *

SUBTOPICS	Roles and functions of education	The relationship between education and capitalism	Educational achievement	Processes within schools
ROLES AND FUNCTIONS OF EDUCATION	<ul style="list-style-type: none"> • Different types of school • Alternatives to school • Functionalist view of the role of education • Feminist view of the role of education 	<ul style="list-style-type: none"> • Marxist view on the role of education • The correspondence principle (Bowles and Gintis) • Different sociological views on the correspondence principle 	<ul style="list-style-type: none"> • Class inequality in education <ul style="list-style-type: none"> ◦ Evidence of patterns - statistics ◦ Internal and external factors ◦ Sociological viewpoints e.g functionalist, Marxist and feminist • Gender inequality in education <ul style="list-style-type: none"> ◦ Evidence of patterns - statistics inc subject choice ◦ Internal and external factors ◦ Sociological viewpoints e.g functionalist, Marxist and feminist • Ethnic inequality in education <ul style="list-style-type: none"> ◦ Evidence of patterns - statistics ◦ Internal and external factors ◦ Sociological viewpoints e.g functionalist, Marxist and feminist 	<ul style="list-style-type: none"> • Streaming, setting and mixed ability teaching <ul style="list-style-type: none"> ◦ Description ◦ Impact on class, gender and ethnicity ◦ Sociological viewpoints • Labelling and the self-fulfilling prophecy <ul style="list-style-type: none"> ◦ Description ◦ Impact on class, gender and ethnicity ◦ Sociological viewpoints
	<p>Key theorist: -Durkheim -Parsons</p> <p>THEORISTS (NOT EXHAUSTIVE)</p> <ul style="list-style-type: none"> • Durkheim • Parsons • Illich • Wilkinson • Sewell • Francis and Skelton • Archer • Sharpe • Fuller • Mitsos and Browne 	<p>Key theorist: -Bowles and Gintis</p> <p>THEORISTS (NOT EXHAUSTIVE)</p> <ul style="list-style-type: none"> • Bowles and Gintis • Willis 	<p>Key theorist: -Halsey -Ball and Gerwitz</p> <p>THEORISTS (NOT EXHAUSTIVE)</p> <ul style="list-style-type: none"> • Cooper and Stewart • Bourdieu • Ball and Gerwitz • Bernstein • Becker • Ball • Willis • Wilkinson • McRobbie • Sharpe • Mac and Ghail • Sewell • Mitsos and Browne • Francis • Murphy and Elwood • Kelly • Archer • Swann • Murray • Bereiter and Engelmann • Gilborn and Youdell • Smith and Tomlinson 	<p>Key theorist: -Ball -Willis</p> <p>THEORISTS (NOT EXHAUSTIVE)</p> <ul style="list-style-type: none"> • Ball • Willis • Rosenthal and Jacobson • Becker • Francis • Gilborn and Youdell

Challenge question:
 ‘Discuss how far sociologists would agree that the main role of the education system is to prepare people for the workplace’.

Suggested research:

- Watch any of the ‘Educating’ series e.g. Educating Essex
- Ball S J, Beachside Comprehensive. A Case Study of Secondary Schooling, Cambridge, Cambridge University Press, 1981
- Ball S J, Bowe R and Gerwitz S, ‘Market forces and parental choice’ in Tomlinson S (ed.), Educational Reform and its Consequences, London, IPPR/Rivers Oram Press, 1994
- Bowles S and Gintis H, Schooling in Capitalist America, London, Routledge and Kegan Paul, 1976
- Durkheim E, Moral Education, Glencoe, Free Press, 1925 (republished 1973)
- Halsey A H, Heath A and Ridge J M, Origins and Destinations, Oxford, Clarendon Press, 1980
- Parsons T, ‘The school class as a social system’ in Halsey et al., Education, Economy and Society, New York, The Free Press, 1961
- Willis P, Learning to Labour, Farnborough, Saxon House, 1977



Highsted Knowledge Organiser	Subject: Sociology	Year: 10	Term: 6
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<p>What I need to know:</p> <ul style="list-style-type: none"> • Research design • Different types of data • The usefulness of qualitative and quantitative research methods • Interpretation of data • Practical and ethical issues <p><i>Please note, in addition to the research methods topic, you will be finishing off education this term. Please see the previous knowledge organiser (terms 4 and 5) for an outline of the education topic.</i></p>	<p>Key Vocabulary:</p> <ul style="list-style-type: none"> • Research population • Sample • Representative • Reliability • Validity • Hawthorne effect • Social desirability • Demand characteristics • Qualitative data • Quantitative data 	<ul style="list-style-type: none"> • Closed question • Open question • Hypothesis • Verstehen • Pilot study • Ethical considerations • Informed consent • Confidentiality • Harm to participants • Generalisability
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Student reference point
[Sociology - GCSE - Research methods learning journey.pdf](#)

GCSE topic: Research methods

SUBTOPICS

- Research design
- Different types of data
- Qualitative and quantitative methods
- Interpretation of data
- Practical and ethical issues

RESEARCH DESIGN

- The establishment of appropriate aims and relevant hypotheses.
- The use of pilot studies.
- The selection and use of appropriate sampling methods.
- The analysis of data.

DIFFERENT TYPES OF DATA

- Describe and assess the usefulness of different types of data, such as:
 - Qualitative data
 - Quantitative data
 - official and non-official statistics
 - Primary sources of data
 - Secondary sources of data

QUALITATIVE AND QUANTITATIVE METHODS

- Describe and explain methods, including assessing the value, the application and the strengths and weaknesses of the chosen method. Methods include:

◦ Questionnaires	◦ official statistics
◦ Interviews (structured, unstructured)	◦ Census
◦ observations (overt, covert, participant, non-participant)	◦ Attitude survey
◦ case study	◦ Mixed methods
◦ content analysis	◦ Triangulation
◦ Longitudinal study	◦ Ethnography

INTERPRETATION OF DATA

- Interpret graphs, diagrams, charts and tables to discern patterns and trends in statistical data

PRACTICAL AND ETHICAL ISSUES

- Practical issues including:
 - Time
 - Cost
 - Access
- Ethical issues including:
 - Confidentiality
 - Informed consent
 - Harm to participants
- How to address ethical issues in research

Challenge question:

‘Consider the most appropriate research method for investigating differential educational achievement in social groups. Justify your answer’.

Suggested research:

Family

- Willmott P and Young M, The Symmetrical Family, Harmondsworth, Penguin, 1973

Education

- Ball S J, Beachside Comprehensive. A Case Study of Secondary Schooling, Cambridge, Cambridge University Press, 1981
- Willis P, Learning to Labour, Farnborough, Saxon House, 1977

Crime

- Carlen P, Women, Crime and Poverty, Milton Keynes, Open University Press, 1988

Social stratification

- Devine F, Affluent Workers Revisited, Edinburgh, Edinburgh University Press, 1992