



Aspire Achieve Thrive

Spring Term
Term 2
Sociology
Year 10

Name: _____

Tutor: _____

Year 10 Homework Timetable

Monday	English Task 1	Ebacc Option A Task 1	Option C Task 1
Tuesday	Option B Task 1	Modern Britain Task 1	Science Task 1
Wednesday	Sparx Maths	Option C Task 2	Sparx Science
Thursday	Ebacc Option A Task 2	Sparx Catch Up	Option B Task 2
Friday	Modern Britain Task 2	Science Task 2	English Task 2

Sparx Science

- Complete 100% of their assigned homework each week

Sparx Maths

- Complete 100% of their assigned homework each week

Option A (EBACC)
French
Geography
History

Option B
Art
Business Studies
Catering
Music
Sport
IT
Childcare
Triple Science
Travel and Tourism

Option C
Business Studies
Catering
Drama
Health & Social Care
Sport
Computer Science
Media
Photography
Sociology

Half Term 3 (5 weeks) - Year 10

Week / Date	Homework task 1 Cornell Notes	Homework task 2 Exam Question
Week 1 8th January 2024	Cornell Notes on: Family Key Terms	Question: Describe two different sociological theories on the functions of the family: a. Marxist b. Functionalist
Week 2 15th January 2024	Cornell Notes on: Crime Key Terms	Question: Describe two different sociological theories on the causes of crime: a. Functionalists b. Interactionists
Week 3 22nd January 2024	Cornell Notes on: Data Types	Question: Identify and describe one form of quantitative data that might be used when conducting sociological research.
Week 4 29th January 2024	Cornell Notes on: Sampling	Question: Identify one advantage of using stratified sampling when conducting research.
Week 5 5th February 2024	Cornell Notes on: Issues with conducting research (Practical, Ethical, Reliability, Validity)	Question: Identify and explain one ethical disadvantage of using unstructured interviews to conduct research.

Half Term 4 (6 weeks) - Year 10

Week / Date	Homework task 1 Cornell Notes	Homework task 2 Exam Question
Week 6 19th February 2024	Cornell Notes on: Types of Schools	Question: Identify and describe one type of school that is found in the UK.
Week 7 26th February 2024	Cornell Notes on: Functions of Education- Functionalists	Question: Identify and describe one of the Functionalist theories on education
Week 8 4th March 2024	Cornell Notes on: Functions of Education- Marxism	Question: Identify and describe one of the Marxist theories on education
Week 9 11th March 2024	Cornell Notes on: Internal and External Factors impacting Education	Question: Identify and describe one of the external factors impacting education
Week 10 18th March 2024	Cornell Notes on: Social Class and Education	Question: Identify and explain one reason why your social class can impact your education.
Week 11 25th March 2024	Cornell Notes on: Gender and Education	Question: Identify and explain one reason why your gender can impact your education.

Week One- Revision- Family Key Terms

Function of the Family

- 1. Agency of socialisation-** A social group/institution responsible for undertaking socialisation, e.g the family.
- 2. Primary socialisation-** the process of early childhood learning, usually in families, during which babies and children acquire the basic behaviour patterns, language and skills they need later on in life.
- 3. Economic function (of families)-**Functionalism theory that the family carries out an economic function- providing its members with financial support, food and shelter. Marxist theory that the family benefits Capitalism by carrying out unpaid labour.

Family Types and Family Diversity

- 1. Kin-** Relatives
- 2. Kinship-** Links between people based on ties of blood, marriage or adoption.
- 3. Nuclear family-** A family containing a father, mother and their child/children who live together.
- 4. Blended (or reconstituted) family-** A family in which one or both partners have a child or children from a previous relationship.
- 5. Extended family-** A group of relatives extending beyond the nuclear family.
- 6. Dual career family-** A family in which two adults have careers.
- 7. Dysfunctional families-** A family in which functions such as providing emotional support are not carried out.
- 8. Empty nest family-** A family containing a mature couple who live together after their children have left home.
- 9. Lone parent family-** A family consisting of one parent and a child or children who live together.
- 10. Patriarchal family-** Families in which men hold authority and power
- 18. Matriarchal family-** A family in which a woman holds power and authority
- 11. Symmetrical family-** A family form in which spouses carry out different tasks but each makes a similar contribution within the home.

Marriage and Divorce

- 1. Marriage-** The legal union between two people
- 2. Cohabitation-** Living with a partner outside of a marriage or civil partnership.
- 3. Arranged marriage-** A marriage in which the family of the prospective spouses take the leading role in finding a suitable partner for them. The prospective spouses then choose whether the match is correct for them.
- 4. Monogamy-** The practice of only being married to one person at a time.
- 5. Serial monogamy-** The practice of divorcing, remarrying, divorcing, remarrying and so on.
- 5. Empty shell marriage-** When a couple continues to live together despite their marriage having broken down.
- 6. Divorce-** The legal ending of a marriage.
- 7. Secularisation-** The process whereby the influence of religion in society declines.

Relationships and Gender roles

- 1. Conjugal roles-** The domestic roles of married or cohabiting couples.
- 2. Conjugal relationships-** The relationship between a married or cohabiting couple.
- 4. Integrated conjugal roles-** Roles that are shared equally between married or cohabiting partners.
- 5. Segregated conjugal roles-** Domestic roles of married or cohabiting partners which are separated out or divided in an unequal way.
- 6. Traditional family roles-** Conventional gender roles within the nuclear family such as the male breadwinner and female homemaker.
- 7. Expressive role (functions of the family)-** The caring, emotional and nurturing role in the family. Parsons sees this as the women's natural role in the family.
- 8. Instrumental role (functions of the family)-** The breadwinner role in the family. Parsons sees this as the male's role in the family.
- 9. Domestic division of labour-** The division of tasks (e.g. DIY, housework, childcare) between men and women within the home.
- 10. Gender roles-** The behaviour expected of people based on their gender and associated with masculinity and femininity.
- 11. Sex (gender) discrimination-** Treating someone differently and less favourably on the basis of their sex or gender.
- 12. Matriarch-** A woman who holds power and authority
- 13. Double shift/Dual Burden-** Many married or cohabiting women work two shifts by doing a paid job
- 14. Glass ceiling (in relation to women in employment)-** An invisible barrier to promotion at work faced by some groups including women.
- 15. New man-** A man who rejects sexist attitudes, believes in gender equality and puts this into practice.
- 16. Crisis of masculinity-** The idea that males see their traditional masculine identity as under threat today.

- 17. Double standards (as applied to the behaviour of men and women in society)**- when men and women are expected to follow different rules/codes of behaviour.
- 18. Separate spheres (in relation to the role of women)**- The split between the private world of home and the public world of work.
- 19. Privatised instrumentalism (social relationships centred on the home)**- Social relationships centred on the home rather than work.
- 20. Work life balance**- Getting the priorities right between career and lifestyle (e.g. children, leisure time)

Week Two- Revision- Crime Key Terms

Social Construct- This means it has been created by society. It is not natural

Functionalism and Crime

- 1. Anomie**- State of normlessness.
- 2. Social Cohesion**- functionalists believe that crime helps to achieve social cohesion. This is the idea that the community comes together and people feel like they belong.

Social Control and Crime

Social Control (formal and informal)- How society is controlled and people are persuaded to conform to the rules of that society.

- 1. Formal Control**= Police, Courts
- 2. Institutional Racism**- is a form of racism that is embedded in the laws and regulations of a society or an organisation. (e.g. the police)
- 3. Informal Social Control**= Parents, Teachers, Peers, Media.
- 4. Agent of Social Control**- those whose role it is to prevent people from carrying out deviant or criminal acts (e.g. families, schools, police)

Marxism and Crime- White Collar Crime- Criminal activity of a financial nature. e.g. fraud, embezzlement. This type of crime is often associated with middle/upper-class people and Marxists argue that it is a crime that is often ignored by the agents of formal control.

Gender and Crime- Chivalry Thesis- Male dominated police-force treats women more lenient because of their gender.

Interactionism and Crime

- 1. Self-fulfilling Prophecy**- Where people live up to their label.
- 2. Deviancy Amplification**- levels of deviance or crime can be increased by the societal reaction to deviance itself.
- 3. Deviant Career**- The process in which an individual comes to accept a deviant 'self-identity', and, often, to identify with a deviant subculture.
- 4. Master Status**- Your main status- e.g. you now become known as a criminal.

Crime Statistics

- 1. Official Crime Statistics**- Crimes that have been reported and then recorded by the Police.
- 3. Dark figure of Crime**- Crime that is unknown. These are crimes that are not reported/recorded.
- 3. Victim Survey**- People are asked about their experiences of crime and whether they have been victims, despite whether these crimes have been recorded/reported or not.
- 4. Self-report Study**- A survey that asks people to identify crimes they have committed, but for which they have not been caught.

Week Three- Data Types/Research Methods

Data Types

1. **Primary data**- Information that is generated and collected at first hand by doing research techniques such as questionnaires, interviews or observations.
2. **Secondary data**- Information that already exists and has previously been generated or collected by other people.
3. **Qualitative data**- Information presented as words or quotations.
4. **Quantitative data**- Information presented in numerical form (graphs, charts, statistics etc)

Research Methods

1. **Structured Interviews**- Interviews with specific questions. The same questions are asked to each person. This mainly produces quantitative data as it doesn't allow for expansion/development of answers.
2. **Unstructured Interviews**- Interviews with non-specific questions. The interviewer will ask individual questions based on the responses given. This produces qualitative data as it allows the person to develop/expand on their answers.
3. **Questionnaires**- a list of questions that several people are asked so that information can be collected about something:
4. **Open Questions**- Where people can expand on their answers by giving reasons.
5. **Closed Questions**- No ability to expand on answers. Tends to be yes/no questions or one word answers.
6. **Attitude survey**- A social survey that measures respondent's (people taking part in the survey) views and thoughts on particular issues.
7. **Case study**- A detailed study of a particular institution (school/hospital etc) or a series of related events (e.g. moral panics surrounding mods and rockers)
8. **Census**- A questionnaire survey conducted every 10 years in the UK to collect information on the whole population.
9. **Ethnography**- The study of people's cultures and practices in everyday settings. Usually based on qualitative methods including participant observations and unstructured interviews.
10. **Focus group**- Group interview that focuses on one particular topic.
11. **Longitudinal study**- A study of the same group of people conducted over a period of time. Research is carried out at intervals over a number of years.
12. **Covert Observation**- Observations carried out when people don't know they are occurring
13. **Overt Observations**- Observations carried out when people do know they are occurring

Week Four- Sampling

1. **Sample**- A smaller section of the population that is selected for research purposes- trying to collect data from the entire population would be unmanageable.
2. **Sampling frame**- A complete list of all members of the population from which a sample is drawn.
3. **Representative sample**- Generalised- wide range of characteristics- can apply to the whole population.
4. **Unrepresentative sample**- non generalised- results won't apply to the whole population.
5. **Quota sample**- A sampling technique in which an interviewer must question an exact quota (number) of people from categories such as females or teenagers, in proportion to their numbers in the wider population.
6. **Random sample**- Every person on the sampling frame has an equal chance of being selected for the research. Names might be drawn from a hat or allocated by a random number generator.
7. **Snowball sample**- One person who meets the criteria for the research is approached by the researcher. This person then introduces the researcher to other people who have similar experiences. These additional participants then introduce the researcher to further participants.
8. **Stratified Sampling**- Here the sampler divides or 'stratifies' the target group into sections, each showing a key characteristic which should be present in the final sample. Then each of those sections is sampled individually. The sample thus created should contain members from each key characteristic in a proportion representative of the target population.
9. **Systematic sample**- Involves choosing every nth name from a list. Creates an unbiased sample to take part in the research. E.g. Taking the name of every third student on a register.

Week Five- Issues with conducting research (Practical, Ethical, Reliability, Validity)

Reliability/Validity

1. **Reliability**- Means data is consistent. This means that after research is conducted it can be carried out again, using the same methods, and the results will be consistent with the first time it was carried out. This is mainly quantitative data.
2. **Validity**- Research findings are valid if they truly measure what society is really like today. This is mainly qualitative data.

Ethical Considerations

1. **Confidentiality**- An agreement that all information found out through research will only be accessed by those who have the authority to access it.
2. **Data protection**- If you have been used in research then you have the right to see the data that has been written about you.
3. **Informed consent**- Before research is carried out, the researchers need to get consent from the participants. the participants have to be told exactly what will happen in the research and with the research.

Practical Considerations

1. **Time**- How long will it take to carry out the research.
2. **Money**- How much will it cost? Who will fund the research?
3. **Logistics/Access**- How can you gain access to the people/resources you need.

Week Six: Types of Schools

- 1. Academy-** Schools that have left local authority control and whose funding is provided directly by the government. Academy status has been encouraged since 2010.
- 2. Comprehensive school-** A non-selective secondary school that admits all children regardless of their ability. It is funded by the LEA (Local Education Authority).
- 3. Fee paying, public, independent or private school-** A school that charges fees for students to attend.
- 4. Free school-** Schools that are funded directly by the state but are set up and run by parents, teachers, businesses and faith groups.
- 5. Selective schools-** Schools that select their intake by having some form of entry requirement such as an entrance examination.
- 6. Special school-** A school dedicated to teaching children with special educational needs.
- 7. Specialist school-** Centres of excellence in particular subject areas, such as languages. They were intended to raise standards of teaching and learning in these areas. This ended in 2011.
- 8. Further education (FE)-** This sector mainly caters for students aged 16 and over. Courses are usually provided by sixth form or FE colleges.
- 9. Higher education (HE)-** This sector includes universities that provide higher level academic and vocational course (such as degrees)
- 10. Home tuition/schooling-** Teaching children at home rather than at school, usually by parents or private tutors.
- 11. Vocationalism in education (work related curriculum)-** Work or career related education such as a Diploma in Health and Social Care or in Business and Administration.

Week Seven- Functions of Education- Functionalists

- 1. Schools socialise students to ensure that they no the norms and values of society:**
 - A. **Secondary socialisation-** A process of social learning that takes place outside of the home. Agencies of secondary socialisation include peer groups, schools, religions and the mass media.
 - B. **Social Cohesion-** A sense of belonging to the wider society.
 - C. **Hidden curriculum-** Things learnt indirectly in school that are not formally taught, such as valuing punctuality or conformity and obedience.
- 2. Schools teach standards that the family can't teach:**
 - A. **Particularistic Standards-** In the family children are judged against the standards and rules of their particular family and its values.
 - B. **Universalistic Standards-** Where people are judged by the standards of the wider society, which are applied in the same way to everyone. This is done in schools.
- 3. Schools provide students with specific skills based on their talents and abilities:**
 - A. **Universal Skills-** Skills that everyone has.
 - B. **Specialist Skill-** A skill that you are really good at.
- 4. School prepares students for the work place ensuring that the right people go into the right jobs in the future:**
 - A. **Meritocracy-** A social system that is supposed to reward merit rather than inherited status.
 - B. **Role Allocation-** Sifting and sorting people into the roles that they will go on to perform in life.
 - C. **Achieved Status-** Status gained by an individual as a result of educational qualifications/success in their career.

Week Eight- Functions of Education- Marxists

1. It serves the needs of the ruling class

- A. Passes on ideas and beliefs that helps the ruling class.
- B. **Hidden curriculum**- Things learnt indirectly in school that are not formally taught, such as valuing punctuality or conformity and obedience.

2. Reproduces the class structure

- A. Education favours pupils with a more privileged background.
- B. **Cultural Capital**- The knowledge, attitudes and values that the middle class provide for their children that gives them an advantage in the education system.
- C. **Cultural deprivation**- A theory that suggests that some working-class and minority ethnic students lack the 'correct' values, behaviours and attitudes from socialisation to succeed in education.
- D. **Material Deprivation**- Students from working class backgrounds lack the money to invest in tutors, revision guides etc to support their education.

3. Breeds competition

- A. Exams and sport help to encourage competition which is an important part of capitalism.
- B. **League tables in education**- Tables of school and college results published annually to allow parents and others to make comparisons based on achievement levels.

4. Secondary socialisation

- A. Schools teach us hierarchy and to accept our position in society.
- B. **Ascribed Status**- Status you are born with depending on the class you are born into to.

5. Reproduce a workforce with the necessary skills to support a capitalist economy.

- A. **Correspondence principle**- What is learnt in school through the hidden curriculum mirrors what is required when in the workplace.
- B. Hidden curriculum

Week Nine- Internal and External Factors Impacting Education

External- Factors outside of school that can impact a students education

1. **Primary Socialisation**; Norms and Values taught at home.
2. **Material Deprivation**; Money available for school resources (tutors, revision guides etc), cultural capital (Trips etc)
3. **Adult Attitudes**; Parental attitudes towards school and education
4. **Language- Comes from speaking, reading etc at home**
 - a. **Elaborate Code**- Student have accessed a lot of vocabulary
 - b. **Restrictive Code**- Students have not accessed a lot of vocabulary
 - c. **English as an additional Language (EAL)**- Student may talk a different language at home then in school. Has to learn English in order to access the lessons/exams.
5. **Job Market**; Jobs available in society, high levels of unemployment, qualifications needed for specific jobs.
6. **Education Policies**- Government decisions about exams, length of time students need to be in school, subjects taught etc.

Internal

1. **School Ethos**-The distinctive values and character of a particular school.
2. **Curriculum**- The subject content taught in a school.
 - a. **Ethnocentric curriculum**- The curriculum is seen as judging things in a biased way from the point of view of one culture.
 - b. **Gendered curriculum**- A curriculum in which some subjects are associated with masculinity and others are associated with femininity
3. **Teacher Interactions; Labelling, Setting/Streaming**

- a. **Teacher expectations-** Assumptions that teachers make about students' future academic achievements based on their knowledge of students' current performance.
 - b. **Setting in education-** Where students are placed into ability groups for each specific subject.
 - c. **Streaming in Education-** Where students are placed into the same ability group for all of their subjects. Normally based on their maths and English abilities.
 - d. **Mixed Ability Teaching-** Teaching a range of abilities within the same class.
 - e. **Labelling-** The process of attaching a label, characteristic or definition to individuals or groups.
 - f. **Self-fulfilling prophecy-** This occurs when a person who has been labelled comes to fit the image people have of them. I.e. the prediction comes true.
4. **Subculture-** A social group that differs from the dominant or main culture in terms of its members' values, beliefs, customs etc.
- a. **Anti-school subculture-** A school-based group of students who resist the school, its teachers and their authority, and openly challenge the school rules.
 - b. **Counter school subculture-** A group within a school that rejects the values and norms of the school and replaces them with anti-school values and norms.

Week Ten- Social Class and Education

Statistics about students who are entitled to Free School Meals (FSM):

1. 53.5% of students reach their expected KS2 level (SATs grade)
2. Students with FSM are less likely to get a place in the best state schools. Parents with more money are able to afford to pay for the transport/move house in order to get the children into the highest performing schools.
3. Students with FSM are more likely to be in lower streams/sets. This is linked to teacher labelling.
4. 1/3 of students from a lower-class background achieve 5 or more GCSEs at grades 9-4. This is compared to ¾ of students who come from upper-middle class backgrounds.
5. Students with FSM are less likely to go on to further/higher education.
6. Girls entitled to FSM perform less well in education than both girls and boys not entitled to FSM.

Week Eleven- Gender and Education

Trends in Gender and Achievements:

1. Historically boys significantly outperformed girls.
2. From the 1980s girls began to improve.
3. By the 1990s- girls overtook boys in most areas of education.
4. 2018- Girls outperformed boys in every subject except for maths. However, boys received more A* and As at A-Level.

Statistically girls...

1. Do better than boys at every stage of the National Curriculum tests in Science and English.
2. Do better in literacy and languages.
3. Are more likely to get 3 or more A Level passes.
4. Are more likely to get top First-Class and Upper-Second Class university degrees.

STEP 2: CREATE CUES

What: Reduce your notes to just the essentials.

What: Immediately after class, discussion, or reading session.

How:

- Jot down key ideas, important words and phrases
- Create questions that might appear on an exam
- Reducing your notes to the most important ideas and concepts improves recall. Creating questions that may appear on an exam gets you thinking about how the information might be applied and improves your performance on the exam.

Why: Spend at least ten minutes every week reviewing all of your previous notes. Reflect on the material and ask yourself questions based on what you've recorded in the Cue area. Cover the note-taking area with a piece of paper. Can you answer them?

STEP 1: RECORD YOUR NOTES

What: Record all keywords, ideas, important dates, people, places, diagrams and formulas from the lesson. Create a new page for each topic discussed.

When: During class lecture, discussion, or reading session.

How:

- Use bullet points, abbreviated phrases, and pictures
- Avoid full sentences and paragraphs
- Leave space between points to add more information later

Why: Important ideas must be recorded in a way that is meaningful to you.

STEP 3: SUMMARISE & REVIEW

What: Summarise the main ideas from the lesson.

What: At the end of the class lecture, discussion, or reading session.

How: In complete sentences, write down the conclusions that can be made from the information in your notes.

Why: Summarising the information after it's learned improves long-term retention.

WEEK 1: Cornell Notes (Homework task 1)

Date08 / 01 / 24	Topic: Family Key Terms	Revision Guide Page
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links Questions	Notes

Summary

WEEK 1: Exam Question (Homework task 2)

Date 08/01/24

Question: Describe two different sociological theories on the functions of the family:

- Marxist
- Functionalist

Answer:

[illegible]

WEEK 1: Exam Question review and improvement (Classwork)

Question:

Answer:

[illegible]

WEEK 2: Cornell Notes (Homework task 1)

Date15 / 01 / 24	Topic: Crime Key Terms	Revision guide page
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links Questions	Notes

Summary

WEEK 2: Exam Question (Homework task 2)

Date 15/01/24

Question: Describe two different sociological theories on the causes of crime:

- a. Functionalists
- b. Interactionists

Answer:

WEEK 2: Exam Question review and improvement (Classwork)

Question:

Answer:

WEEK 3: Cornell Notes (Homework task 1)

Date	22 / 01 / 24	Topic: Data Types	Revision guide page
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links Questions	Notes

Summary

WEEK 3: Exam Question (Homework task 2)

Date 22/01/24

Question: Identify and describe one form of quantitative data that might be used when conducting sociological research.

Answer:

WEEK 3: Exam Question review and improvement (Classwork)

Question:

Answer:

Week 4: Cornell Notes (Homework task 1)

Date29 / 01 / 24	Topic: Sampling	Revision guide page
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links	Notes
Questions	

Summary

WEEK 4: Exam Question (Homework task 2)

Date 29/01/24

Question: Identify one advantage of using stratified sampling when conducting research.

Answer:

WEEK 4: Exam Question review and improvement (Classwork)

Question:

Answer:

WEEK 5: Cornell Notes (Homework task 1)

Date	05 / 02 / 24	Topic: Issues with conducting research (Practical, Ethical, Reliability, Validity)	Revision guide page
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links	Notes
Questions	

Summary

WEEK 5: Exam Question (Homework task 2)

Date 05/02/24

Question: Identify and explain one ethical disadvantage of using unstructured interviews to conduct research.

Answer:

WEEK 5: Exam Question review and improvement (Classwork)

Question:

Answer:

WEEK 6: Cornell Notes (Homework task 1)

Date19 / 02 / 24	Topic: Types of Schools	Revision guide page
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links	Notes
Questions	

Summary

WEEK 6: Exam Question (Homework task 2)

Date 19/02/24

Question: Identify and describe one type of school that is found in the UK.

Answer:

WEEK 6: Exam Question review and improvement (Classwork)

Question:

Answer:

WEEK 7: Cornell Notes (Homework task 1)

Date26 / 02 / 24	Topic: Functions of Education-Functionalists	Revision guide page
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links	Notes
Questions	

Summary

WEEK 7: Exam Question (Homework task 2)

Date 26/02/24

Question: Identify and describe one of the Functionalist theories on education

Answer:

WEEK 7: Exam Question review and improvement (Classwork)

Question:

Answer:

WEEK 8: Cornell Notes (Homework task 1)

Date	04 / 03 / 24	Topic: Functions of Education- Marxism	Revision guide page
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links	Notes
Questions	

Summary

WEEK 8: Exam Question (Homework task 2)

Date 04/03/24

Question: Functions of Education- Marxism

Answer:

WEEK 8: Exam Question review and improvement (Classwork)

Question:

[illegible]

WEEK 9: Cornell Notes (Homework task 1)

Date11 / 03 / 24	Topic: Internal and External Factors impacting Education	Revision guide page
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links Questions	Notes

Summary

WEEK 9: Exam Question (Homework task 2)

Date 11/03/24

Question: Identify and describe one of the external factors impacting education

[illegible]

WEEK 9: Exam Question review and improvement (Classwork)

Question:

[illegible]

WEEK 10: Cornell Notes (Homework task 1)

Date 18 / 03 / 24	Topic: Social Class and Education	Revision guide page
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[illegible]

WEEK 10: Exam Question (Homework task 2)

Date 18/03/24

Question: Identify and explain one reason why your social class can impact your education.

[illegible]

WEEK 10: Exam Question review and improvement (Classwork)

Question:

[illegible]

WEEK 11: Cornell Notes (Homework task 1)

Date 25 / 03 / 24	Topic: Gender and Education	Revision guide page
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[illegible]

WEEK 11: Exam Question (Homework task 2)

Date 25/03/24

Question: Identify and explain one reason why your gender can impact your education.

[illegible]

WEEK 11: Exam Question review and improvement (Classwork)

Question:

[illegible]

Aspire (ACHIEVE) Thrive

Develop your character



Aspire | Achieve | Thrive