STOKE DAMEREL

Aspire Achieve Thrive

Spring Term
(Half Term 3 and 4)
Sociology
Year 11

Name: _____

Tutor: _____

Aspire | Achieve | Thrive

GREENSHAW LEARNING TRUST

Year 11 Homework Timetable

Monday	Ebacc Option D Task 1	Option C Task 1	Option A Task 1	
Tuesday	English Task 1	Tassomai Daily Goal 1	Option B Task 1	
Wednesday	Sparx	Science Task 1	Option C Task 2	
Thursday	Ebacc Option D Task 2	Tassomai Daily Goal 2	Option B Task 2	
Friday	Sparx	Science Task 2	English Task 2	Option A Task 2

Block A	Block B	Block C	Block D
Art	Business Studies	Art	French
Dance	Child Development	Business Studies	Geography
Drama	Catering	Geography	History
Media Studies	Computer Science	Health & Social Care	
Music	Drama	History	
Photography	Health & Social Care	Catering	
	IT	Photography	
	Media Studies	Sport	
	Sociology	Travel & Tourism	
	Sport		

Tassomai - 2 Daily Goals per week

Sparx - 4 tasks of Sparx per week

Sociology Half Term 3- Family- Homework Plan

Week / Date	Homework Topic Focus	Exam Question
Week 1 2nd January	Key Terms and Concepts linked to Family	**Question 1-** Identify and **describe** one function of the family (3)
Week 2 9th January	Key Terms and Concepts linked to Family	**Question 2-** Identify and **explain** one reason why there has been a decline in marriage in the UK. (4)
Week 3 16th January	Parsons vs Zaretsky	**Question 3-** Identify and **explain** one reason why Parsons Warm Bath theory is criticised. (4)
Week 4 23rd January	Feminist views on the family	**Question 4-** Identify and **explain** one Feminist view on the family. (4)
Week 5 30th January	Young and Willmott	**Question 5-** Identify and **explain** one reason why families have become symmetrical according to Young and Willmott (4)
Week 6 6th February	The Rapoports	**Question 6-** Identify and **describe** one of the Rapoport's 5 types of family diversity (3)

Sociology Half Term 4- Education - Homework Plan

Week / Date	Homework Topic Focus	Exam Question
Week 1 17th April	Key Terms and Concepts linked to Crime	**Question 1-** Identify and **describe** one type of school found in the UK. (3)
Week 2 24th April	Education and Inequality Ball, Halsey	**Question 2-** Identify and **explain** one criticism of the marketisation of schools (4)
Week 3 1st May	MOCKS	
Week 4 8th May	MOCKS	
Week 5 15th May	Marxism and Education Bowles and Gintis- Correspondence Principle Willis- Working-class subcultures	**Question 5-** Identify and **explain** one function of education according to Marxists. (4)
Week 6 22nd May	Functionalism and Education Durkheim Parsons	**Question 6-** Identify and **explain** one function of education according to Functionalists. (4)

Exam Question Structures:

1. Identify and **describe** one…(3 marks)

A. Identify one thing relevant to the question… (1 mark)
B. Use sociological theory and contextual knowledge to support your answer (1/2 marks)

2. Identify and **explain** one… (4 marks)

A. Identify one thing relevant to the question… (1 mark)
B. Use sociological theory and contextual knowledge to support your answer (1/2 marks)
C. Explain why it causes the issue in the question to occur. (1/2 marks)

Half Term 3- Family

Week One and Two: Key Terms and Concepts linked to Family

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)-Functionalist 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. Idealisation**- The representation of the traditional nuclear family as the ideal type of family.

5. Conventional family- A traditional nuclear family containing a married couple and their children who live together.

6. Isolation (social and family)- The idea that the nuclear family has become more detached or separated from the wider family.

7. Privatised nuclear family- A nuclear family that is cut off from the extended family. The lifestyle tends to focus on the home.

8. Family diversity- The different types of family such as nuclear, extended and lone-parent families. It also includes social class, culture and cohort.

9. Blended (or reconstituted) family- A family in which one or both partners have a child or children from a previous relationship.

10. Extended family- A group of relatives extending beyond the nuclear family. **11. Intergenerational**- Between the generations.

12. Dependent family members- Family members who depend on others in the family due to their age, lack of money, disability etc.

13. Dual career family- A family in which two adults have careers. 14. **Dysfunctional families-** A family in which functions such as providing emotional support are not carried out.

15. Empty nest family- A family containing a mature couple who live together after their children have left home.

16. Lone parent family- A family consisting of one parent and a child or children who live together.

17. Patriarchal family- Families in which men hold authority and power **18. Matriarchal family**- A family in which a woman holds power and authority

19. Symmetrical family- A family form in which spouses carry out different tasks but each makes a similar contribution within the home.

20. Principle of stratified diffusion- The idea that social changes start at the top of the social stratification system and spread downwards. e.g. changes in family life spread from the middle class to the working class.

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.

6. Polygamy- A form of marriage in which an individual has more than one husband or wife at the same time.

7. Polyandry- A type of polygamy in which a woman has more than one husband at the same time. **8. Polygyny-** A type of polygamy in which a man has more than one wife at the same time.

9. Empty shell marriage- When a couple continues to live together despite their marriage having broken down.

10. Bigamy- The offence of getting married to someone while already married to someone else. **11. Divorce**- The legal ending of a marriage.

12. Secularisation- The process whereby the influence of religion in society declines.

Childhood

1. Adolescence- The period of time in a person's life between childhood and adulthood.

2. Canalisation- The way parents channel their children's interests into toys, games and other activities that are seen as gender appropriate. 3. **Child rearing**- Bringing up children.

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)

Alternatives to the Family

1. Commune- A **group** of people who live together and share possessions, wealth and property.

2. Kibbutz- A group of people who live communally in settlements in Israel and who value equality and cooperation between Kibbutz members.

Week Three: Key Family Sociologists- Parsons vs Zaretsky

Parsons (1959)- Functionalist

1. Parsons held the view that the American family retained two basic and irreducible functions which are common to all families in all societies.
these are:
   A. The primary socialisation of children
   B. The stabilisation of adult personalities eg to give and receive emotional support. (Warm Bath Theory)
2. Later authors have criticised his work as presenting an idealised picture of family life centred on the middle-class experience.

Zaretsky (1976)- Marxist

1. Zaretsky takes the view that modern capitalist society has created an illusion that the 'private life' of the family is separate from the economy.
2. Zaretsky does not believe that the family is able to provide for the psychological and social needs of the individual.
3. Whilst cushioning the effects of capitalism it allows the capitalist system to continue.
4. He believes that the family has become a prop to the capitalist economy:
   a. the system depends on the domestic labour of housewives who reproduce future generations of workers)
   b. It serves as a vital unit of consumption.
5. In his view only socialism will end the artificial separation of family and public life, and make possible personal fulfilment.

Week Four: Key Family Sociologists- Feminists

Oakley (1982)- Feminist

1. Oakley addresses the idea of the conventional family which she defines as 'nuclear families composed of legally married couples, voluntarily choosing the parenthood of one or more children'.
2. She explores the power of this idea, including its origins and explanations; reviews contemporary research; examines the 'strains' of being conventional and social control.
3. Her paper predates civil partnerships and same sex marriages; however, she concludes that 'there are signs that official stereotypes are being felt to be increasingly archaic and that ... certain groups in the community may be moving towards a more open appraisal of other ways of living – both in and without families'.

Delphy C and Leonard D (1992)- Feminist

1. Delphy and Leonard emphasise the importance of work. 2. In their view it is men, rather than capitalists as such, who are the prime beneficiaries of the exploitation of women's labour.
3. They believe that the family has a central role in maintaining patriarchy; the family is an economic system involving a particular set of labour relations in which men benefit from and exploit the work of women.
4. Women are oppressed because their work is appropriated within the family e.g. when wives have paid employment outside the home they still have to carry out household tasks which are not equally shared with their male partners.

Week Five: Key Family Sociologists-Young and Willmott

Willmott and Young (1973)- March of Progress- Functionalists

1. Based on a large-scale social survey (nearly 2,000 people were interviewed in Greater London and surrounding areas) Young and Wilmott used the term symmetrical family to describe the Stage 3 (home centred) nuclear family.
2. In such families 'symmetry' refers to the similar contributions made by each spouse to the running of the household e.g. shared chores and shared decisions.
3. Conjugal roles are not interchangeable but they are of equal importance, an arrangement that they found to be more common in working class families.
4. They advanced the theory that this reflected the nature of work as often boring and uninvolving leading manual workers to focus on family life.
5. The 'Principle of Stratified Diffusion' is the theory that what happens at the top of the stratification system today will diffuse downwards tomorrow.
6. The 'managing director family' (Stage 4) cited in their research was work-centred rather than home-centred, with the wife responsible for home and children.
7. The theory has been criticised by feminists who saw little evidence of either 'symmetry' or a move towards Stage 4 amongst working class families.

Week Six: Key Family Sociologists-Rapoports

Rapoport and Rapoport (1982)- 1. Pioneering family researchers working in both Britain and America, they described five different aspects of family diversity:

a. **Organisational** (eg internal divisions of domestic labour) b. **Cultural** (beliefs and values) c. **Class** (eg how the family's position in the social class system affects the availability of resources)

d. Life course (stage in the family life cycle)

i. Rapoport and Rapoport point out that we do not live in the same family structure, family set-up or type of household for the whole of our lives.
ii. We might be born into a traditional nuclear family.
iii. This might change later in our childhood (for example it might become a lone parent family and then a reconstituted family).
iv. When we leave home it might be to live on our own, or with flatmates. It might be to live with a partner as a couple without children. A couple with or without children might live with their parents in an extended family, or move away and form their own nuclear family.

e. Cohort (historical period).

i. There is also change over time and what is the norm, in terms of family life, for one generation, is not for the next.
ii. As such, great grandparents and grandparents may have had several siblings, and later generations have far fewer; more recent generations are more likely than their parents and grandparents to divorce or to be single parents.

2. Their work predates the emergence of gay and lesbian households as a more open and accepted feature of society, since Rapoport and Rapoport were writing family has arguably become more diverse, e.g. same-sex parents.

Year 11- Sociology- Half Term 4 - Education

Week One: Key Terms and Concepts linked to Education

Function of School

1. Secondary socialisation- This process begins during later childhood and continues throughout our adult lives. It teaches us society's norms and values. Agencies of secondary socialisation include peer groups, schools, religions and the mass media.
2. Particularistic Standards- In the family children are judged against the standards and rules of their particular family and its values.
3. 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.
4. Correspondence principle- What is learnt in school through the hidden curriculum mirrors what is required when in the workplace.
5. Role Allocation- Sifting and sorting people into the roles that they will go on to perform in life.
6. Functionally important roles- Key positions in society that, for example, provide essential services and ensure society's survival over time.

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.
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.

Curriculum **1. Ethos (of the school)-** The distinctive values and character of a particular school. 2. **Curriculum-** The subject content taught in a school.
3. Ethnocentric curriculum- The curriculum is seen as judging things in a biased way from the point of view of one culture.
4. Formal curriculum- The subjects taught and learning that takes place during timetabled lessons at school.
5. Gendered curriculum- A curriculum in which some subjects are associated with masculinity and others are associated with femininity.
6. Hidden curriculum- Things learnt indirectly in school that are not formally taught, such as valuing punctuality or conformity and obedience.
7. Sanctions- Rewards or punishments to those who conform to or break the rules.
8. Formal education- Education that takes place in educational establishments such as schools and universities where people learn knowledge and skills across a wide range of subjects.
9. Informal education- Learning that takes place when people develop knowledge and skills by observing what is happening around them in everyday life.

Educational Policies **1. Education reform-** Changes to the education system.
2. Compulsory state education- refers to a period of **education** that is required of all people and is imposed by the government.
1870- School was compulsory between the ages of 5 and 10. **1918-** School was compulsory for children up to 14 years of age. **1944-** School was compulsory for children up to 15 years of age.
1972- School was compulsory for children up to 16 years of age. **2015**- Education/training is compulsory up until 18 years of age.
3. Tripartite system- Created by the 1944 Education Act. This system used the 11-plus to determine students' ability levels. Students were then allocated to one of three types of schools based on their tested abilities (grammar, secondary modern or technical). This ended in 1976.
4. Eleven plus- A national IQ test introduced by the Education Act of 1944. It was to be used as a method of allocating students to one of the three types of schools in the Tripartite System. It is used today for students trying to get a place in a Grammar School.
5. Ofsted-The Office for Standards in Education, Children's Services and Skills. They inspect services providing education and skills for learners of all ages. They also inspect and regulate services that care for children and young people.

6. SATs- Standard assessment tests or national curriculum tests. **7. Public examinations-** Examinations (such as GCSEs and A Levels) that are set by an exam board such as AQA or OCR.

Culture

1. Cultural Capital- The knowledge, attitudes and values that the middle class provide for their children that gives them an advantage in the education system.
2. 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.
3. Cultural values- The values of a particular culture 4. **Egalitarian-** Based on the idea that people are equal.

Anti-School

1. Subculture- A social group that differs from the dominant or main culture in terms of its members' values, beliefs, customs etc.
2. Anti-school subculture- A school-based group of students who resist the school, its teachers and their authority, and openly challenge the school rules.
3. 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.
4. Exclusion (from school)- The temporary or permanent removal of a student from a school. **5. Deschooling-** The idea that the education system as it is currently organised should be abolished.
6. Role conflict- When the demands of one role (e.g. student) conflict or clash with those of another (e.g. part-time employee, friend)

Labelling and Teacher Interaction

1. Teacher expectations- Assumptions that teachers make about students' future academic achievements based on their knowledge of students' current performance.
2. Setting in education- Where students are placed into ability groups for each specific subject. 3. **Labelling-** The process of attaching a label, characteristic or definition to individuals or groups.
4. 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.

Marketisation

1. League tables in education- Tables of school and college results published annually to allow parents and others to make comparisons based on achievement levels.
2. Marketization of education- The policy of bringing market forces (such as competition and choice) into education.

Week Two: Key Education Sociologists- Inequalities

Ball, Beachside Comprehensive (1981)

1. Ball gives an account of the experience of schooling based on three years of fieldwork as a participant observer in a south coast comprehensive school.
2. The study, based on Ball's doctoral thesis, describes a school in the process of change and raises questions about the selection and socialisation experienced by two cohorts moving through the school, one banded by ability and the other taught in mixed ability classes.

Ball, 'Market forces and parental choice' (1994)

1. A study of fifteen schools in neighbouring LEAs with different population profiles (eg class and ethnicity).
2. The study evaluates the impact of parental choice and the publication of league tables, e.g. the pressure to reintroduce streaming and setting and the tendency for some schools to focus on the more able.

Halsey, 'Origins and Destinations', (1980)

1. Based on a sample of over 8,000 males born between 1913 and 1952 the authors found evidence of clear class inequalities in education.
2. The sample was divided into three main groups (based on the father's occupation):
   a. **The service class** (professionals, administrators and managers) b. **The intermediate class** (clerical or sales workers, the self-employed and lower grade technicians and foremen)
   c. **The working class** including manual workers in industry and agriculture.
3. The authors found that an individual from the service class, as compared to one from the working class, had four times as great a chance of being at school at 16, eight times the chance at 17 and ten times the chance at 18.
4. Whilst the chance of an individual from the service class attending university was eleven times greater than one from the working class.
5. It should be noted that the research excluded females and this might have made a significant difference to the findings.

Week Five: Key Education Sociologists- Marxists

Bowles and Gintis , 'Schooling in Capitalist America', (1976)

1. Bowles and Gintis argue that the major role of education in capitalist societies is the reproduction of labour power.
2. They argue that there is a close correspondence between the social relationships which govern interactions in the workplace and social relationships in the education system
3. This includes the creation of a hardworking, docile, obedient, and highly motivated workforce, which is too divided to challenge the authority of management.
4. They reject the view that capitalist societies are meritocratic and believe that class background is the most important factor influencing levels of attainment.

Willis P, 'Learning to Labour', (1977)

1. Paul Willis focused on the existence of conflict within the education system.
2. He rejects the view that there is a direct relationship between the economy and the way that the education system operates.
3. Unlike Bowles and Gintis he believes that education is not a particularly successful agency of socialisation, he also holds the view that education can have unintended consequences that may not be beneficial to capitalism.
4. His book is based on a study of a school in the Midlands situated in a working class housing estate.
5. He used observation and participant observation, recording group discussions, informal interviews and diaries.
6. Willis attempts to understand the experience of schooling from the students' point of view.
7. He described the existence of a counter culture, which was opposed to the values of the school.
8. The members of this counter culture felt superior both to the teachers and to conformist students.
9. Their main objective was to avoid attending lessons and they resented the school's attempts to control their time.
10. They neither deferred to authority nor were they obedient and docile.
11. However, Willis concluded that their rejection of the school made them suitable candidates for male dominated, unskilled or semi-skilled manual work (relatively easily obtained in the 1970s).

Week Six: Key Education Sociologists- Functionalists

Durkheim, 'Moral Education', (1925)

1. Durkheim saw the major function of education as the transmission of society's norms and values.
2. He believed that it is a vital task for all societies to weld a mass of individuals into a united whole.
3. Education, and in particular the teaching of history, provides the link between the individual and society – children will come to see that they are part of something larger than themselves and will develop a sense of commitment to the social group.
4. He believed that the school provides a context in which children learn to cooperate with those who are neither their kin nor their friends.
5. In his view rules should be strictly enforced in order for children to learn self-discipline and to see that misbehaviour damages society as a whole.

Parsons, 'The school class as a social system' (1961)

1. Parsons believed that the school acts as a bridge between the family and society, taking over as the main agency of socialisation and preparing children for adult life.
2. Parsons argued that the schools operate on meritocratic principles: status is achieved on the basis of merit.
3. In this way the school represents the wider society where, Parsons believed an individual is judged on universalistic standards, which are applied to all members regardless of kinship ties (within the family particularistic standards apply – the child is not judged on standards that can be applied to every individual in society).
4. He believed that schools socialise children into the basic values of the wider society, maintaining a value consensus that emphasised achievement and equality of opportunity.
5. Moreover, Parsons believed that schools functioned as an important mechanism for the selection of individuals for their future role in society.
6. His functionalist perspective has been criticised by those who argue that the values of the education system may simply be those of the ruling elite, or that equality of opportunity is an illusion in an unequal society where wealth and privilege are more important than individual merit.

Date……

Identify and describe one function of the family (3)

Answer:-

WEEK 2

Date…….

Identify and <u>explain</u> one reason why there has been a decline in marriage in the UK. (4)

Answer:-

Date……

Identify and <u>explain</u> one reason why Parsons Warm Bath theory is criticised. (4)

Answer:-

Date…….

Identify and <u>explain</u> one Feminist view on the family. (4)

Answer:-

Date……

Identify and <u>explain</u> one reason why families have become symmetrical according to Young and Willmott (4)

Answer:-

Date……

Identify and <u>describe</u> one of the Rapoport's 5 types of family diversity (3)

Answer:-

Date……

Identify and **describe** one type of school found in the UK. (3)

Answer:-

Date……

Identify and **explain** one criticism of the marketisation of schools (4)

Answer:-

Date……

Identify and **explain** one function of education according to Marxists. (4)

Answer:-

Date……

Identify and **explain** one function of education according to Functionalists. (4)

Answer:-

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.

Half Term 3- WEEK 1- Date / / Topic: Family Key Concepts and Terms

Questions	Notes

Summary

WEEK 2- Date / / Family Key Concepts and Terms

Questions	Notes

Summary

Week 3- Date / / Parsons Vs Zaretsky

Questions	Notes

Summary

Week 4 Date / / **Feminist Views on the Family**

Questions	Notes

Summary

Week 5- Date / / Young and Willmott

Questions	Notes

Summary

Week 6 Date / / The Rapoports

Questions	Notes

Summary

Half Term 4- WEEK 1- Date / / Topic: Education Key Concepts and Terms

Questions	Notes

Summary

WEEK 1- Date / / Education Key Concepts and Terms

Questions	Notes

Summary

Week 2- Date / / Education and Inequality

Questions	Notes

Summary

Week 5 **Date / /** **Marxism and Education**

Questions	Notes

Summary

Week 6- Date / / Functionalism and Education

Questions	Notes

Summary

Revision Page

Revision Page

Revision Page

Revision Page

Revision Page

✂

Revision Card on Parsons and Zaretsky	**Answers**
1. Summarise Parsons view on the family **2. Summarise Zaretksy's view on the family**	

.....✂.....

Revision Card on Feminism and the Family	**Answers**
1. Summarise Oakley's view on the family **2. Summarise Delphy and Leonard's view on the family**	

.....✂.....

Revision Card on Family Diversity and Change	**Answers**
Summarise Willmott and Young's theory on the family. **Summarise the Rapoport's theory on the family.**	

Revision Card on Education and Inequality	**Answers**
1. Summarise Ball's theory on setting and streaming	
2. Summarise Ball's theory on the marketisation of education	
3. Summarise Halsey's theories on destinations and class.	

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Revision Card on Marxism and Education	**Answers**
1. Summarise Bowles and Gintis' Correspondence Principle	
2. Summarise Willis' theory on anti-school subcultures.	

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Revision Card on Functionalism and Education	**Answers**
1. Summarise Durkheim's theory on the function of education.	
2. Summarise Parsons's theory on the function of education.	

Aspire ACHIEVE Thrive

Develop your character

STOKE DAMEREL

Aspire | Achieve | Thrive