

## Personalised Learning Checklist

Subject: Sociology

Year group: 12 (Term 2 – remote learning/Face to Face)



Dear Student,

During the academy closure you have been set a number of tasks. The list below is the learning you should have completed. Your teacher will use the list to check your progress during this time. It may be used for short quizzes, mini assessments or homework. Where there are gaps your lessons will focus on improving your knowledge and understanding.

Objective	My personal RAG rating (Red- do not understand, Amber- some understanding, Green- I am confident)			Teacher RAG rating
Ed3.1: The Hidden Curriculum- Relationships and processes within schools, with particular reference to teacher/pupil relationships, pupil identities and subcultures, the hidden curriculum, and the organisation of teaching and learning.	RED	AMBER	GREEN	
Ed3.2: Pupil Subcultures- Relationships and processes within schools, with particular reference to teacher/pupil relationships, pupil identities and subcultures, the hidden curriculum, and the organisation of teaching and learning.	RED	AMBER	GREEN	
Ed3.3: Labelling and the Self-fulfilling prophecy (including Setting and Streaming)- Relationships and processes within schools, with particular reference to teacher/pupil relationships, pupil identities and subcultures, the hidden curriculum, and the organisation of teaching and learning.	RED	AMBER	GREEN	
Concept Test	RED	AMBER	GREEN	
Assessment.	RED	AMBER	GREEN	
Ed4.1 – Educational Policy before 1979 – The impacts of policies, before 1979, upon educational achievement of students, in regards to differing demographic make-up (ethnicity, gender etc.) and the effectiveness of such policies with sociological evaluation, with regards to relevant theoretical perspectives and understanding.	RED	AMBER	GREEN	

<p>Full understanding and evaluation of policies concerning – Comprehensives, Grammar Schools, Tripartite system, IQ test, meritocracy, secondary modern schools, technical schools.</p>				
<p>Ed4.2: Educational policies effective from 1979-1997 - The impacts of policies, from 1979-1997, upon educational achievement of students, in regards to differing demographic make-up (ethnicity, gender etc.) and the effectiveness of such policies with sociological evaluation, with regards to relevant theoretical perspectives and understanding.</p> <p>Full understanding and evaluation of policies concerning - Marketisation; Privatisation; Parentocracy; New Right; Free Market; New Vocationalism; National Curriculum; League Tables.</p>	RED	AMBER	GREEN	
<p>Ed4.3: New Labour 1997-2010 - The impacts of policies, from 1997-2010, upon educational achievement of students, in regards to differing demographic make-up (ethnicity, gender etc.) and the effectiveness of such policies with sociological evaluation, with regards to relevant theoretical perspectives and understanding.</p> <p>Full understanding and evaluation of policies concerning - Academies, City Technology College, Education Action Zones, Grant-Maintained Schools, Inequality of Opportunity, New Labour, Sure Start.</p>	RED	AMBER	GREEN	
<p>Ed4.4: Coalition and Conservative policy from 2010 - The impacts of policies, from 2010, upon educational achievement of students, in regards to differing demographic make-up (ethnicity, gender etc.) and the effectiveness of such policies with sociological evaluation, with regards to</p>	RED	AMBER	GREEN	

relevant theoretical perspectives and understanding.  Full understanding and evaluation of policies concerning - Free Schools, British Values; Academies; Pupil Premium; Linear; Modular.				
Concept Test	RED	AMBER	GREEN	
Assessment	RED	AMBER	GREEN	
RM 2.1 – Lab Experiments - Know the similarities and differences between different types of experiments. Be able to evaluate the strengths and limitations of experiments. Be able to apply their understanding of experiments to the study of education.	RED	AMBER	GREEN	
RM 2.2 – Surveys and Questionnaires - Know the different types of question used in questionnaires and the different methods of administering them. Be able to evaluate the strengths and limitations of questionnaires. Be able to apply your understanding of questionnaires to the study of education.	RED	AMBER	GREEN	
RM 2.3 – Interviews - Understand the differences between structured and unstructured interviews. Be able to evaluate the strengths and limitations of the different types of interview. Be able to apply your understanding of interviews to the study of education.	RED	AMBER	GREEN	
RM 2.4 – Statistics - Know the different types of secondary data that sociologists use. Be able to evaluate the strengths and limitations of official statistics and documents. Be able to apply your understanding of documents and official statistics to the study of education.				
Concept Test	RED	AMBER	GREEN	
Assessment.	RED	AMBER	GREEN	