

		Ter	m 1		m 2	Те	rm 3
	No. of Weeks	8	7	6	6	5	7
-	Topic Title	Introduction to Sociology	The Family	The Family	Research Methods	Research Methods	Education
	Pupils should know (Core knowledge and	The first half term will be devoted to teaching the	What a family is, family diversity and the reasons for	How relationships with the	Research design, establishing	Sampling, including different	The functions of education
	concepts to be	students about the	the increase in this diversity	family have changed over time from pre-industrialised families	appropriate aims and hypothesis.	methods of doing so.	including, why do we have schools, social cohesion, skills
	learned)	fundamental structures,	such as the increase in lone	to contemporary ones.	hypothesis.	Observations, longitudinal	for employment and the
		theories and key concepts	parent families and	to contemporary ones.	How scientific methods can be	studies and case studies, the	functionalist perspective
		needed to study the course.	secularisation. Students will	That the rates of marriage and	used to study sociology.	differences and evaluations of	(Durkhiem and Parsons).
		Students will learn the basic	also know what the nuclear	divorce are changing and why.		each when studying sociology.	
		terms (socialisation, norms,	family is and its role in wider		Practical problems when		How schools act as an agency
		values, gender, race, ethnicity)	society.	The wider social consequences	attempting to study a	What experiments are and	of socialisation, including core
		before looking at Marxism,		of divorce for parents and	sociological issue such as bias	ethical problems of them.	values and meritocracy.
		feminism and functionalism.	Students will know that there	family members.	and keeping costs under		
			are alternative family types and		control.	What ethnography is and its	The relationship between
			be able to compare families in a	The different sociological		appropriateness for research.	education and capitalism
			global context.	perspectives on divorce.	Ethical Problems the		knowing specifically about the
					Nuremberg code and the data		Marxist perspective of
			Students will also know what	What conjugal role	protection act.		education.
			perspectives functionalism,	relationships are and the ideas			
			Marxism and feminism on the	of the traditional family vs a symmetrical family.	What primary and secondary sources are and have they can		The different perspectives of education (Marxism,
			family.	symmetrical family.	be used.		functionalism and feminism).
			Students should know the	How relationships are changing	be useu.		runctionalism and reminismy.
			following key studies;	within families including a	What surveys, questionnaires		The different types of state
				change of the status of women.	and interviews are and how		schools that are in the UK
			Rapoport R and Rapoport R N,	5	they are useful for studying		including secondary and
r 10			'British families in transition' in	Theories of conjugal roles.	sociology.		academies.
Year			Rapoport et al. (eds), Families				
			in Britain, London, Routledge	Students should know the			Alternative education such are
			and Kegan Paul, 1982	following key studies;			home schooling and
							democratic schools.
			Parsons T, 'The social structure	-			
			of the family' in Anshen R N	families' in Rapoport et al.			The difference between state
			(ed.), The Family: its Functions and Destiny, New York, Harper	(eds), Families in Britain, London, Routledge and Kegan			and private schools and the arguments for and again each,
			and Row, 1959	Paul, 1982			arguments for and again each,
				1 uui, 1902			Students should know the
			Delphy C and Leonard D,	Willmott P and Young M, The			following key studies;
			Familiar Exploitation,	Symmetrical Family,			C , , ,
			Cambridge, Polity Press, 1992	Harmondsworth, Penguin,			Parsons T, 'The school class as
				1973			a social system' in Halsey et
			Zaretsky E, Capitalism, the				al., Education, Economy and
			Family and Personal Life,				Society, New York, The Free
			London, Pluto Press, 1976				Press, 1961
							Willis P, Learning to Labour,
							Farnborough, Saxon House, 1977
							1977
							Durkheim E, Moral Education,
							Glencoe, Free Press, 1925
							(republished 1973)



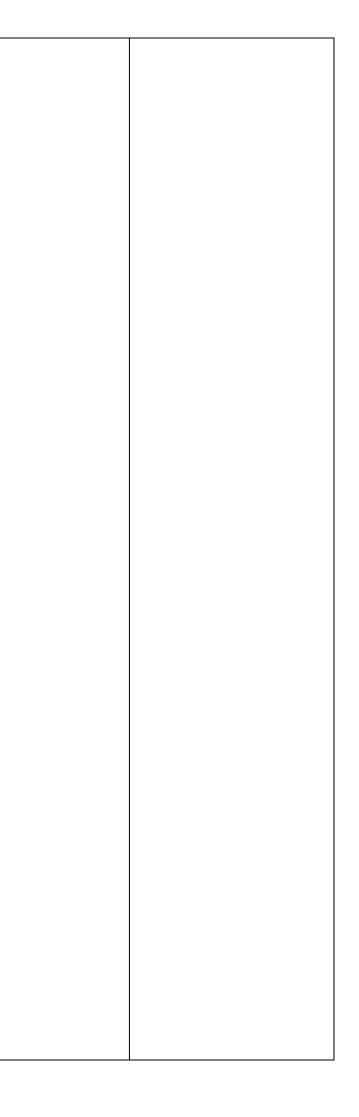
						Bowles S and Gintis H, Schooling in Capitalist America, London, Routled and Kegan Paul, 1976
Pupils should be able to do (Skills being developed)	 Explain, compare and contrast the different perspectives and founders of sociology, Define, compare and contrast functionalism, Marxism, interactionalism, feminism and the New Right's perspective of sociology. Understand what social processes, debates and issues are and relate them to the world in which we live. Define and explain the differences between the following sociological concepts Quality/Quantitative Culture/Nature Sex/Gender Race and Ethnicity Facts and Values This will be done throughout the unit using exam style questions in order for students to practice exam writing skills. 	Identify, describe and explain the functions of families (sexual, reproductive, economic and educational) Describe, compare and contrast a variety of sociological perspectives on the functions of families (functionalist, feminist and Marxist) Students should be able to identify, describe and explain various family forms (nuclear, extended, reconstituted, lone parent, single sex). Identify, describe and explain different criticisms of families Describe, compare and contrast a variety of sociological perspectives on these issues (functionalist, feminist and Marxist) Describe the key ideas of Zaretsky on families Describe the key ideas of Delphy and Leonard on families	Identify, describe and explain joint and segregated conjugal roles Describe and explain the domestic division of labour in both traditional and contemporary families Demonstrate their understanding of issues that impact on conjugal role relationships within the contemporary family including decision making, money management, dual career families, child rearing and leisure activities. Describe, compare and contrast a variety of sociological perspectives on conjugal role relationships (functionalist, feminist and Marxist). Identify, describe and explain how relationships within families have changed over time (preindustrial, industrial and contemporary/modern) Identify, describe and explain contemporary family related issues, the quality of parenting, the relationships between teenagers and adults, care of the disabled/elderly and arranged marriage Describe, compare and contrast a variety of sociological perspectives on changing relationships within families (functionalist, feminist and Marxist) Describe the key ideas of Willmott and Young Identify, describe and explain the pattern of divorce in Britain since 1945 using relevant statistical data	Draw on information and evidence from different sources and demonstrate the ability to synthesise them Analyse and evaluate different research methods used in sociological investigations and assess, critically, the appropriateness of their use Analyse and evaluate information and evidence presented in different written, visual and numerical forms	Draw on information and evidence from different sources and demonstrate the ability to synthesise them Analyse and evaluate different research methods used in sociological investigations and assess, critically, the appropriateness of their use Analyse and evaluate information and evidence presented in different written, visual and numerical forms	Identify, describe and expl the functions of education including serving the need the economy, facilitating s mobility and fostering soc cohesion Identify and describe a var of different types of school including primary and secondary, state and priva Describe alternative forms educational provision inclu- home schooling and de- schooling Describe, compare and co a variety of sociological perspectives on these issu (functionalist, feminist and Marxist) Describe the key ideas of Durkheim on education Describe the key ideas of Parsons on education Evaluate and compare the and perspectives.

Explain reasons for the divorce since 1945 ind changes in the law, ch social attitudes and va secularisation, change status of women in so	cluding: nanges in alues, es in the	
Describe the conseque divorce for family mer (husband and wife, ch and extended family) increase in the number parent families	mbers nildren and the	
Describe, compare an a variety of sociologica perspectives on these (functionalist, feminist Marxist).	al e issues	

		Ter	m 1	Tei	rm 2	
	No. of Weeks	8	7	6	6	
	Topic Title	Education	Crime and Deviance	Crime and Deviance	Social Stratification	Revision
	Pupils should know	How we measure educational	What the difference is between	The difference between	What social stratification is	This unit is impo
	(Core knowledge and	achievement including	crime and deviance.	informal and formal social	with examples of slavery, caste	the learning gai
	concepts to be	examinations and league		control.	and class.	the course of th
	learned)	tables.	How crime is measured (official			ensure students
			statistics, victim surveys etc)	The treatment of young	Functionalist perspective of	the key concept
		External factors that affect		offenders and the different	social stratification.	knowledge in e
		educational achievement	The social construction of crime	sociological explanations of		_
		including gender, material	and deviance (the changing	how society should respond to	Socio-economic class and	This review will
		depravation, social class.	nature of crime)	young offenders.	describe why sociologists are	linked to assess
					interested in this.	as teachers det
		Internal factors affecting	The factors affecting criminal	The effectiveness of the prison		there are gaps i
		educational achievement such	behaviour (biological and	system.	Marxist view of the class	
		as the hidden curriculum and	psychological explanations)		system.	
		streaming.		The issue of violent crime.		
			The relationship between the		Max Weber's view of the socio-	
Year 11		How different social classes	following;	The accuracy of the media	economic system.	
ea		have different attainment		reporting crime.		
		within schools and why	Social class and crime.		What is meant by life chances	
		including cultural and material		The different theories of crime	and link this to meritocracy.	
		depravation, subcultures and	Gender and crime	(functionalist, feminist and		
		teacher/pupil interactions.		Marxist)	The changes in the class system	
			Ethnicity and crime		including terms such as	
		Gender and educational		Students should also know the	embourgeoisement.	
		achievement and the patterns	Age and crime.	key texts.		
		of performance of girls and			know what social mobility.	
		boys over time.	Students should also know the	Becker H S, Outsiders, New		
			following key studies;	York, The Free Press, 1963	What absolute and relative	
		Students should also know how			poverty means.	
		sociologists explain gender and	Cohen A, Delinquent Boys,	Merton R K, Social Theory and		
		achievement.	Glencoe, The Free Press, 1955	Social Structure, New York,	Relative depravation and how	
				The Free Press, 1938	its measured including	
		The links between ethnicity and		(republished in an enlarged	criticisms of Townsend.	
		educational achievement,		edition in 1968)		

Ter	m 3
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s in learning.	

including high achievement amongst some ethnic groups to the exclusion and	Carlen P, Women, Crime and Poverty, Milton Keynes, Open University Press, 1988	Heidensohn F, Women and Crime, London, Macmillan,	Charles Murray and his view of the underclass.
underachievement of others.	Oniversity Fress, 1966	1985	The impact of globalisation on the UK.
Educational policies and their			
possible impact on patterns of achievement for all groups.			What the welfare state is and the New Right's perspective of
			this.
Students should also know the following key studies;			The ideas of Weber on power.
Willis P, Learning to Labour, Farnborough, Saxon House,			The political power set up in the UK.
1977			
			Power relationships and the
Ball S J, Bowe R and Gerwitz S,			various factors affecting them.
'Market forces and parental			
choice' in Tomlinson S (ed.),			Patriarchy and the ideas of
Educational Reform and its			Walby.
Consequences, London,			
IPPR/Rivers Oram Press, 1994 Ball S J, Beachside			Students will also know the following key studies;
Comprehensive. A Case Study			Weber M, The Theory of
of Secondary Schooling,			Economic and Social
Cambridge, Cambridge			Organizations, New York, Free
University Press, 1981			Press, 1947 (republished 2012)
Halsey A H, Heath A and Ridge J M, Origins and Destinations,			Walby S, Theorizing Patriarchy, Oxford, Blackwell, 1990
Oxford, Clarendon Press, 1980			Townsend P, Poverty in the United Kingdom,
			Harmondsworth, Penguin, 1979
			Murray C, Losing Ground, New York, Basic Books, 1984
			Marx K, (selected writings 1857–1867) in McLellan D, Karl Marx Selected Writings, 2nd edition, Oxford, Oxford
			University Press, 2000
			Devine F, Affuent Workers Revisited, Edinburgh,
			Edinburgh University Press, 1992
			Davis K and Moore W E, 'Some principles of stratifcation' in
			Bendix R and Lipset S M (eds),
			Class, Status and Power, 2nd
			edition, Routledge and Kegan Paul, 1945 (republished 1967)



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a variety of sociological poverty. various sociological Weber on socio-economic		-				
perspectives on these issues explanations of crime and class.		class.	explanations of crime and			
(interactionist, functionalist, deviance including anomie,			_		(interactionist, functionalist,	
feminist and Marxist) labelling, structural theories, Identify, describe and explain					feminist and Marxist)	
subcultural theories and factors affecting life chances		•				
Describe the key ideas of Ball interactionist theory including social class, gender,			interactionist theory		-	
on teacher expectations Explain the social construction age, disability, religion and			Explain the social construction		on teacher expectations	
Explain the social constructionage, disability, religion andDescribe the key ideas of Willisof concepts of crime andbelief					Describe the key ideas of Willis	
on the creation of counter deviance deviance		Dellel	-		-	
school cultures. Describe, compare and contrast		Describe compare and contrast				
Describe the key ideas of a variety of sociological			Describe the key ideas of			
Merton on the causes of crime perspectives on life chances			Merton on the causes of crime			
(functionalist, feminist and		(functionalist, feminist and				
Describe the key ideas of Marxist)		Marxist)	-			
Becker on the causes of crime.			Becker on the causes of crime.			
Describe the key ideas of		,				
Describe the key ideas ofDevine on the idea of theHeidensohn on femaleaffluent worker.						
conformity. Identify, describe and explain different interpretations of						
poverty as a social issue						
including, the culture of						
poverty, material deprivation,		-				
the way in which governments						
have attempted to alleviate						
poverty and unemployment,						
the impact of globalisation		poverty and unemployment,				

	Describe, compare and contrast a variety of sociological perspectives on poverty (functionalist, feminist and Marxist)
	Describe the key ideas of Townsend on relative deprivation
	Describe the key ideas of Murray on the underclass including links to New Right theories.
	Identify, describe and explain different forms of power and authority including traditional, charismatic, rational-legal, formal and informal sources of power
	Describe, compare and contrast a variety of sociological perspectives on power and authority (functionalist, feminist and Marxist)
	Describe the key ideas of Weber on power and authority.