

SOCIOLOGY

YEAR GROUP	HALF TERM 1	HALF TERM 2	HALF TERM 3	HALF TERM 4	HALF TERM 5	HALF TERM 6
			Y10			
KNOWLEDGE	<p>3.3 Families</p> <p>Students will need to have knowledge and understanding of the following:</p> <ul style="list-style-type: none"> - Different views of conjugal role relationships. - 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. - The feminist perspective of Oakley on the idea of the conventional family. - describe, compare and contrast a variety of sociological perspectives on conjugal role relationships (functionalist, feminist and Marxist). 	<p>3.3 Families</p> <p>Students will need to have knowledge and understanding of the following:</p> <p>Changing relationships within families.</p> <p>How relationships within families have changed over time:</p> <p>Students should be able to:</p> <ul style="list-style-type: none"> - Identify, describe and explain how relationships within families have changed over time (pre-industrial, 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. - The theory of the symmetrical family and the principle of stratified diffusion developed from the functionalist perspective of Willmott and Young. - 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. - Different criticisms of families (isolation and unrealistic idealisation, loss of traditional functions, lack of contact with wider kinship networks, the status and role of women within families, marital breakdown, dysfunctional families). - The work of Zaretsky on developments in families from a Marxist perspective and Delphy and Leonard's feminist critique of families. - Changes in the pattern of divorce in Britain since 1945 and the consequences of divorce for family members and structures: - identify, describe and explain the pattern of divorce in Britain since 1945 using relevant statistical data - explain reasons for the rise in divorce since 1945 including: changes in the law, changes in social attitudes and values, secularisation, changes in the status of women in society - describe the consequences of divorce for family members (husband and wife, children and extended family) and the increase in the numbers of lone parent families. 	<p>3.5 Crime and deviance</p> <p>Students will need to have knowledge and understanding of the following:</p> <ul style="list-style-type: none"> - The social construction of concepts of crime and deviance and explanations of crime and deviance: - Identify, describe and explain various sociological explanations of crime and deviance including anomie, labelling, structural theories, subcultural theories and interactionist theory. - Explain the social construction of concepts of crime and deviance. - The work of Merton on the causes of crime from a functionalist perspective and Becker from an interactionist perspective: - Describe, compare and contrast a variety of sociological perspectives on the social construction of crime and deviance (interactionist, functionalist, feminist and Marxist). <p>Students will need to have the following skills:</p> <ul style="list-style-type: none"> - Students should continue to develop and build on the skills taught across the course so far. By this stage, students must be able to do the following: - Draw on information and evidence from different sources and be able to analyse and evaluate different research methods. - Analyse and evaluate information and evidence presented in different written, visual and numerical forms. - Apply their understanding to explore and debate current sociological issues. - Use sociological theories and evidence to compare and contrast social issues, construct reasoned arguments and debates, make substantiated judgement and to draw conclusions. - Demonstrate knowledge and understanding of key sociological theories. 	<p>3.5 Crime and deviance</p> <p>Students will need to have knowledge and understanding of the following:</p> <ul style="list-style-type: none"> - Formal and informal methods of social control: - Students should be able to: - Identify, describe and explain formal and informal methods of social control including unwritten rules and sanctions. - The work of Heidensohn on female conformity in male dominated patriarchal societies: - describe, compare and contrast a variety of sociological perspectives on social control (interactionist, functionalist, feminist and Marxist). - Factors affecting criminal and deviant behaviour and ways in which criminal and deviant behaviour have generated public debate. - The work of Albert Cohen on delinquent subcultures and Carlen on women, crime and poverty. - The usefulness of the main sources of data on crime, the collection of official data on crime, patterns and trends in crime figures and the 'dark figure': - identify and describe the main sources of data on crime - describe the pattern and trends in crime figures using relevant statistical data - explain the 'dark figure' of crime (unreported and unrecorded crime) 	Mock Prep	Social Issues Research Project
SKILLS	<p>Students will need to have the following skills:</p> <p>Students will continue developing key skills from term 1 and Y9 however at this stage of the course, will need to begin developing the more analytical skills below:</p> <ul style="list-style-type: none"> - demonstrate knowledge and understanding of key sociological theories by reading and responding to extracts which illustrate the different views of sociologists regarding the topics which have been studied. Students should be able to critically analyse and evaluate how the issues have been interpreted by these sociologists. - To be able to analyse and evaluate different research methods used in sociological investigations and assess, critically, the appropriateness of their use. 	<p>Students will need to have the following skills:</p> <p>Students to continue developing and building on their ability to do the following:</p> <ul style="list-style-type: none"> - demonstrate knowledge and understanding of key sociological theories by reading and responding to extracts which illustrate the different views of sociologists regarding the topics which have been studied. Students should be able to critically analyse and evaluate how the issues have been interpreted by these sociologists. - To be able to analyse and evaluate different research methods used in sociological investigations and assess, critically, the appropriateness of their use. 		<p>Students will need to have the following skills:</p> <p>Students should continue to develop and build on the skills taught across the course so far. By this stage, students must be able to do the following:</p> <ul style="list-style-type: none"> - Draw on information and evidence from different sources and be able to analyse and evaluate different research methods. - Analyse and evaluate information and evidence presented in different written, visual and numerical forms. - Apply their understanding to explore and debate current sociological issues. - Use sociological theories and evidence to compare and contrast social issues, construct reasoned arguments and debates, make substantiated judgement and to draw conclusions. - Demonstrate knowledge and understanding of key sociological theories. 		
			Y11			
KNOWLEDGE	<p>3.5 Crime and deviance</p> <p>Students will need to have knowledge and understanding of the following:</p> <ul style="list-style-type: none"> - Formal and informal methods of social control: - Students should be able to: - Identify, describe and explain formal and informal methods of social control including unwritten rules and sanctions. - The work of Heidensohn on female conformity in male dominated patriarchal societies: - describe, compare and contrast a variety of sociological perspectives on social control (interactionist, functionalist, feminist and Marxist). - Factors affecting criminal and deviant behaviour and ways in which criminal and deviant behaviour have generated public debate. - The work of Albert Cohen on delinquent subcultures and Carlen on women, crime and poverty. - The usefulness of the main sources of data on crime, the collection of official data on crime, patterns and trends in crime figures and the 'dark figure': - identify and describe the main sources of data on crime - describe the pattern and trends in crime figures using relevant statistical data - explain the 'dark figure' of crime (unreported and unrecorded crime) 	<p>3.5 Crime and deviance</p> <p>Students will need to have knowledge and understanding of the following:</p> <ul style="list-style-type: none"> - Formal and informal methods of social control: - Students should be able to: - Identify, describe and explain formal and informal methods of social control including unwritten rules and sanctions. - The work of Heidensohn on female conformity in male dominated patriarchal societies: - describe, compare and contrast a variety of sociological perspectives on social control (interactionist, functionalist, feminist and Marxist). - Factors affecting criminal and deviant behaviour and ways in which criminal and deviant behaviour have generated public debate. - The work of Albert Cohen on delinquent subcultures and Carlen on women, crime and poverty. - The usefulness of the main sources of data on crime, the collection of official data on crime, patterns and trends in crime figures and the 'dark figure': - identify and describe the main sources of data on crime - describe the pattern and trends in crime figures using relevant statistical data - explain the 'dark figure' of crime (unreported and unrecorded crime) 	<p>3.6 Social Stratification</p> <p>Students will need to have knowledge and understanding of the following:</p> <ul style="list-style-type: none"> - Describe and explain the functionalist theory of stratification (effective role allocation and performance linked to the promise of rewards). - Describe the key ideas of Davis and Moore. - Describe, compare and contrast alternative perspectives on functionalist theory (feminist and Marxist). - Identify, describe and explain socio-economic class divisions in society. - Describe, compare and contrast a variety of sociological perspectives on socio-economic class (functionalist, feminist and Marxist). - Describe the key ideas of Marx on socio-economic class. - Describe the key ideas of Weber on socio-economic class. - Identify, describe and explain factors affecting life chances including social class, gender, race and ethnicity, sexuality, age, disability, religion and belief. - Describe, compare and contrast a variety of sociological perspectives on life chances (functionalist, feminist and Marxist). - Describe the key ideas of Devine on the idea of the affluent worker. 	<p>3.6 Social Stratification</p> <p>Students will need to have knowledge and understanding of the following:</p> <ul style="list-style-type: none"> - 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. - 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. - Identify, describe and explain different factors affecting power relationships including social class, gender, sexuality, race, age, disability, religion and beliefs. - Describe, compare and contrast a variety of sociological perspectives on power relationships (functionalist, feminist and Marxist). - Describe the key ideas of Walby on patriarchy. 	Revision and Exam Prep	Revision and Exam Prep
SKILLS	<p>Students will need to have the following skills:</p> <p>Students should continue to develop and build on the skills taught across the course so far. By this stage, students must be able to do the following:</p> <ul style="list-style-type: none"> - Draw on information and evidence from different sources and be able to analyse and evaluate different research methods. - Analyse and evaluate information and evidence presented in different written, visual and numerical forms. - Apply their understanding to explore and debate current sociological issues. - Use sociological theories and evidence to compare and contrast social issues, construct reasoned arguments and debates, make substantiated judgement and to draw conclusions. - Demonstrate knowledge and understanding of key sociological theories. 	<p>Students will need to have the following skills:</p> <p>Students should continue to develop and build on the skills taught across the course so far. By this stage, students must be able to do the following:</p> <ul style="list-style-type: none"> - Draw on information and evidence from different sources and be able to analyse and evaluate different research methods. - Analyse and evaluate information and evidence presented in different written, visual and numerical forms. - Apply their understanding to explore and debate current sociological issues. - Use sociological theories and evidence to compare and contrast social issues, construct reasoned arguments and debates, make substantiated judgement and to draw conclusions. - Demonstrate knowledge and understanding of key sociological theories. 	<p>Students will need to have the following skills:</p> <p>Students should continue to develop and build on the skills taught across the course so far. By this stage, students must be able to do the following:</p> <ul style="list-style-type: none"> - 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. - Apply their understanding to explore and debate the current sociological issues outlined in each of the topic areas above. - Use sociological theories and evidence to compare and contrast social issues, construct reasoned arguments and debates, make substantiated judgement and to draw conclusions. - Draw connections between the different topic areas studied. 	<p>Students will need to have the following skills:</p> <p>Students should continue to develop and build on the skills taught across the course so far. By this stage, students must be able to do the following:</p> <ul style="list-style-type: none"> - 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. - Apply their understanding to explore and debate the current sociological issues outlined in each of the topic areas above. - Use sociological theories and evidence to compare and contrast social issues, construct reasoned arguments and debates, make substantiated judgement and to draw conclusions. - Draw connections between the different topic areas studied. 		