

# Sociology

- 10** Term 1 In Year 10 students will be introduced to the key concepts used in Sociology and how our culture is passed on. They will be introduced to one of the most popular areas of study in Sociology, which is basically about how we acquire our identities. Identity refers to all of the characteristics which make up individual's self. It refers to our 'sense of self' and how we think other people see us. There will be one written assessment at the end of the term.
- 10** Term 2 Research methods - The skills of social research are transferrable into many careers. Most organisations are interested at times in researching their staff, customers or the local community. Sociologists base their ideas about society on research. The aim of sociology is to collect data in a logical and unbiased way. Some sociologists believe that sociology should aim to produce knowledge that is as reliable as that of science. Other sociologists believe that studying society is different from studying people. Sociologists need to try to understand people's meanings and motives. Thus, there are a range of methods used by sociologists, some collecting numbers and others collecting more detailed information. This unit will guide students in how to conduct research and all the issues to consider.
- 10** Term 3 Introduction to Families which is one of the most popular and familiar areas of Sociology. Everyone has experience of families at some time in their life, and everyone has opinions on the family. Families are changing in contemporary society and new family forms are emerging. Sociologists disagree about both the purpose of the family and how they view the changes in families. Some see the family as a vital part of society, performing functions that are necessary for the stability of society. Others see the family as an institution that maintains inequality between classes and men and women. Some sociologists point to high divorce rates, low rates of marriage and the rise in single parents as signs that the family is in decline. They see this as the cause of problems such as crime and poverty. Others see family changes as offering people more choice about how they want to live their lives. It considers the work of the following sociologists: Anthony Giddens; Charles Murray; George (GP) Murdock; Talcott Parsons; Willmott and Young; Eli Zaretsky; Karl Marx; Ann Oakley; Sylvia Walby; Rhona and Robert Rapoport; Delphy and Leonard; Esther Dermott; Sue Sharpe; Stephen Edgell; Jan Pahl; and Duncombe and Marsden.
- 10** Term 4 The first 4 weeks will be continuing and finishing off Families Topic. The last 4 weeks of the term we will introduce Education topic. Everyone has had experience of school at some time in their life and you are fortunate enough to be in school now! One of the most important things about schools for parents and children is how pupils achieve. It is important for parents that their children have every chance of succeeding at school. But what we find is that there are clear patterns of inequality in the education system. Generally, there are differences in attainment between social classes, ethnic groups, and boys and girls. The evidence shows that, in this country, there is more chance of pupils doing well if they are upper or middle class, female and white (although some ethnic groups do very well). On average, middle class children tend to do better in the education system than working class children; girls tend to do better than boys; and ethnic groups such as African-Caribbean and Pakistani pupils, although improving, tend to do worse than other ethnic groups. That does not mean that all individuals within these disadvantaged groups have lower achievements, but as a group, their levels of attainment are lower. This is a matter of concern to the government and sociologists as it is an indication that social class, ethnic group membership and gender are still important influences on how individuals do in education and leading from this, their future life-chances. The labour market has changed and qualifications and success at school are more important now than ever. Sociologists have tried to explain these patterns and there are different explanations coming from the different theories. We will be looking at the effect of the child's background, the school and what goes on in the classroom and also in wider society to see if they can explain the differences in attainment. We will also examine the functionalist view that the education system performs valuable functions for society and the individual, the Marist view that it benefits the upper class, and the feminist view that it is patriarchal. It considers the work of the following sociologists: Stephen Ball; Howard Becker; Pierre Bourdieu; Paul Connolly; Davis and Moore; Emile Durkheim; Becky Francis; Bowles and Gintis; AH Halsey; David Hargreaves; Carolyn Jackson; Talcott Parsons; Diane Reay; Steve Strand; Tony Sewell; and Paul Willis.
- 10** Term 5 We will continue finishing off the education topic and this will allow students to Reflect on their own education and future; Understanding how social life is ordered; Recognising the importance of education as a means of socialisation and cultural transmission; Understanding conflicting views of the society they live in; Developing the skills of communication and debate; Respecting conflicting points of view; Developing the ability to understand abstract ideas about society; Using the technical language of sociology with accuracy; Recognising the importance of processes within schools to educational outcomes; Understanding the different outcomes of education; Understanding the power of socialisation to affect individuals and groups; Developing the skills of communication and debate; Respecting conflicting points of view; Recognising the continuing impact of disadvantage on educational attainment; Using secondary data to investigate changes in patterns of educational attainment; Developing the ability to understand statistical data; Understanding how education has changed; Using sociological ideas to understand the importance of different factors in educational attainment.

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11	Term 1	Social Stratification Topic - The topic introduces some of the most important issues facing the UK in the 21st century. Understanding the differences between individuals and groups is an important part of sociology. UK society is constantly changing. Functionalist and New Right sociologists believe that society is changing too quickly, whereas feminists and others would see the changes as positive for women and certain other groups. Issues of inequality generate significant debate in our society. Is social inequality becoming greater? Are the very rich becoming richer while the poor become even poorer? Functionalists and the New Right believe that we need inequality to motivate people and to make our society work well. Their idea is that this motivation will eventually see everyone better off. Marxists would see growing inequality as the rich taking advantage of the workers. This unit will examine these and other debates about power, wealth and life chances.
11	Term 2	We will continue finishing off Social Stratification topic as it will help students to Reflect on their own social position; Reflecting on inequality in the contemporary UK; Understanding how social life is ordered; Reflecting on sources of power and authority; Understanding the different views of the source of authority; Recognising the significance of inequality; Understanding the different views of inequality; Reflecting on social difference in the contemporary UK; Respect and awareness of diversity in the contemporary UK; Respect and awareness of the lives of others in the contemporary UK; Recognising the significance of social difference and its effect on life chances; Understanding the impact of legislation on life chances for different social groups; Understanding the different views of whether inequality is becoming a greater problem; Understanding notions of social justice; Reflecting on the nature of poverty in the contemporary UK; Understanding how poverty is classed and how this changes over time; Recognising the significance of culture and its effect on poverty; Understanding the different views of whether the poor are responsible for their own poverty, or whether government and society are to blame; Understanding abstract debates about the nature of society; Developing the skills of communication and debate; Developing the ability to understand statistical data; Using the technical language of sociology with accuracy.
11	Term 3	Crime and deviance is one of the most interesting areas of sociological research. Students interested in careers in the police and related areas will find that sociologists have contributed a great deal to criminology. Criminology is about understanding criminal behaviour and sociology also shares this goal. Issues about crime and deviance generate considerable debate in our society. Is crime getting worse? Functionalist sociologists believe that a small amount of crime is necessary for society to work well and that it can help with social change. Marxists would see crime as an inevitable result of the inequality in capitalism. They would also see the police force and courts as being dominated by and helping the ruling class. Feminists raise issues about the control of females in our male-dominated society. Sociologists generally also raise important issues about the impact of racism in society's perceptions of crime and deviance. It considers the work of the following sociologists: Howard Becker; Pat Carlen; Albert Cohen; Stanley Cohen; Emile Durkheim; Paul Gilroy; and Karl Marx
11	Term 4	We will continue finishing off crime and deviance as it will allow students to Reflect on the nature of right; Understanding the way that what is classed as criminal or deviant changes over time; Recognising the way that social norms change; Understanding the idea of cultural relativism; Respect and awareness of the rule of law; Reflecting on the nature of social order in the contemporary UK; Understanding the way that different groups have different power over others; Recognising the significance of sanctions in maintaining social order; Understanding the different views on the role of agencies of social control; Awareness of the rights of individuals within the rule of law; Reflecting on the crime rate in the contemporary UK; Understanding the way that the crime rate changes over time; Recognising that crime is a concern in the UK; Understanding the different views of whether society is in decline or improving; Respect and awareness of the lives of others in the contemporary UK; Developing the ability to understand statistical data; Reflecting on the causes of crime in the contemporary UK; Recognising the significance of sub-cultures and their effect on crime; Understanding the different views of the causes of crime; Gaining an insight into the work of criminologists; Empathy for the views of others in society; Developing the ability to understand sociological theories about crime; Reflecting on the extent of crime in the contemporary UK; Understanding the way that statistics are collected changes over time; Recognising the political significance of crime rates; Understanding the role of citizens in the reporting of crime; Developing the ability to understand and be critical of statistical data; Using the technical language of sociology with accuracy.
11	Term 5	Exam technique practice - students will look at different questions on each exam paper each week to embed written skills and knowledge and go over any content they need recapping. We will be focusing on recapping content.