



## Year 12 Sociology – Course outline Teacher 1

<b>Students have 4 lessons per cycle/fortnight</b> <b>Homework is set every 2 lessons</b>		
<b>AUTUMN TERM</b>	<b>Students should be able to:</b>	<b>Assessment</b>
<b>Education</b>	Examine and evaluate: <ul style="list-style-type: none"> <li>• The role and functions of the education system, including its relationship to the economy and to class structure</li> <li>• Differential educational achievement of social groups by social class, gender and ethnicity in contemporary society</li> <li>• relationships and processes within schools, with particular reference to teacher/pupil</li> </ul>	Students complete 20 mark exam question & definitions test
<b>Education</b>	Examine and evaluate: <ul style="list-style-type: none"> <li>• Relationships, pupil identities and subcultures, the hidden curriculum, and the organisation of teaching and learning</li> <li>• the significance of educational policies, including policies of selection, marketisation and privatisation, and policies to achieve greater equality of opportunity or outcome, for an understanding of the structure, role, impact and experience of and access to education;</li> <li>• the impact of globalisation on educational policy.</li> </ul>	Students complete 20 mark exam question, 10 mark question & definitions test
<b>SPRING TERM</b>		
<b>Research Methods</b>	Students must examine the following areas: <ul style="list-style-type: none"> <li>• quantitative and qualitative methods of research; research design</li> <li>• sources of data, including questionnaires, interviews, participant and non-participant observation, experiments, documents and official statistics</li> <li>• the distinction between primary and secondary data, and between quantitative and qualitative data</li> </ul>	Students complete 20 mark exam question & definitions test

<b>Research Methods</b>	The relationship between positivism, interpretivism and sociological methods; the nature of 'social facts' The theoretical, practical and ethical considerations influencing choice of topic, choice of method(s) and the conduct of research.	Students complete 20 mark exam question, 10 mark question & definitions test
<b>SUMMERTERM</b>		
<b>Methods in context Revision</b>	Students must be able to apply sociological research methods to the study of education. This focuses them on a 20 mark Q in the Paper 1 examination.	One Methods in Context examination Question
<b>Theories &amp; methods – continued</b>	Examine and evaluate: Consensus, conflict, structural and social action theories including functionalism, feminism, Marxism and social action theories	<b>END OF YEAR ASSESSMENT</b>



## Year 12 Sociology – Course outline Teacher 2

<b>Students have 4 lessons per cycle/fortnight</b> <b>Homework is set every 2 lessons</b>			
Term	Topic and approximate duration	Key learning areas  Students should be able to:	Content to be covered:
<b>Autumn Term</b>	Families & households (7 weeks)	Examine and evaluate: Students are expected to be familiar with sociological explanations of the following content:  The relationship of the family to the social structure and social change, with particular reference to the economy and to state policies	Different sociological views, eg functionalist, feminist, Marxist, New Right and postmodernist, on the role of the family and its relationship to wider social structures such as the economy.  Parsons, Murdock, Zaretsky, Oakley  The impact of government legislation, eg divorce, adoption and same sex marriage, and policies, eg education, housing and welfare, on the family.  Donzelot, Leonard, Murray
	<b>Nature of landmark assessment</b>	Students complete 20 mark exam question & definitions test	
	Families & households (6 weeks)	Changing patterns of marriage, cohabitation, separation, divorce, childbearing and the life course, including the sociology of personal life, and the diversity of contemporary family and household structures	An understanding of the trends in contemporary family and household structures, eg symmetrical family, beanpole families, matrifocal families, serial monogamy, lone-parent families, house husbands, living apart together, same sex couples etc.  Chester, Giddens, Rapoport  Different sociological explanations for the reasons and significance of these trends.  Weeks, Chester, Stacey

			<p>Including the significance of individual choice in personal relationships and the significance of relationships beyond the traditional family structures.</p> <p>May, Smart, Stacey</p>
<b>Nature of landmark assessment</b>	Students complete 20 mark exam question, 10 mark question & definitions test		
<p>Families and households (3 weeks)</p> <p>Families and households (3 weeks)</p>	<p>Gender roles, domestic labour and power relationships within the family in contemporary society</p> <p>The nature of childhood, and changes in the status of children in the family and society</p>	<p>Different sociological arguments and evidence on this, including an understanding of the extent of changes and also diversity of experiences.</p> <p>Duncombe and Marsden, Pahl, Dunne</p> <p>Different aspects of relationships, eg domestic labour, childcare, domestic violence, finance, dual burden triple shift etc.</p> <p>Pahl and Vogler, Dobash and Dobash, Gershuny</p> <p>How childhood is socially constructed.</p> <p>Pilcher, Aries, Wagg</p> <p>Different sociological views on the nature and experience of childhood.</p> <p>Postman, Palmer, Womack</p> <p>How childhood is experienced differently across gender, ethnicity and social class.</p> <p>McRobbie and Garber, Brannen, Howard</p> <p>Cross cultural differences and how the experience of childhood has changed historically.</p>	

			Aries, Punch, Donzelot
	<b>Nature of landmark assessment</b>		
	Families and households ( 5 weeks)	Demographic trends in the United Kingdom since 1900: birth rates, death rates, family size, life expectancy, ageing population, and migration and globalisation.	<p>Sociological debates about the nature, causes and significance of these changes.</p> <p>McKeown, Hirsch, Townsend</p> <p>How these changes impact on family and households, and also wider society, including concepts such as net migration, infant mortality rate and fertility rate.</p> <p>The Griffiths report, Picher, Blaikie</p>
		Students complete 20 mark exam question, 10 mark question & definitions test	
<b>Summer Term</b>	Revision (6 weeks)		
	<b>Nature of landmark assessment</b>	END OF YEAR ASSESSMENT	
	Theories & methods – cont (5 weeks)	Examine and evaluate: Consensus, conflict, structural and social action theories including functionalism, feminism, Marxism and social action theories	<p>The difference between consensus and conflict theories of society, including consensus theories such as functionalism, the New Right, and conflict theories, ie Marxism and feminism; the major variants of such theories, eg scientific and humanistic Marxism; liberal, radical, Marxist etc feminism.</p> <p>Marx, Gramsci, Althusser, Durkheim, Parsons, Merton</p>

			<p>The difference between structural theories such as functionalism and Marxism, and action theories; the main types of action theory, such as social action theory, symbolic interactionism and ethnomethodology.</p> <p>Weber, Mead, Blumer, Becker, Goffman, Garfinkel</p>
	<p><b>Nature of landmark assessment</b></p>	<p>Students complete 20 mark exam question &amp; definitions test</p>	