



VISION: Through studying sociology our students will have a deep, critical understanding of society in which they live and take responsibility as active members of their community. They should be able to examine with own existence as social beings, who have been shaped by wider economic, social and psychological influences.

	<b>Foci</b>	<b>Assessment</b>	<b>Knowledge Organiser</b>
<b>Unit 1</b>	<p><b><u>Families and Households</u></b></p> <ul style="list-style-type: none"> <li>The relationship of the family to the social structure and social change, with particular reference to the economy and to state policies 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</li> <li>Gender roles, domestic labour and power relationships within the family in contemporary society</li> <li>The nature of childhood, and changes in the status of children in the family and society</li> <li>Demographic trends in the United Kingdom since 1900: birth rates, death rates, family size, life expectancy, ageing population, and migration and globalisation</li> </ul>	<ol style="list-style-type: none"> <li>Knowledge tests throughout each topic</li> <li>20 mark exam questions at the end of each topic</li> <li>End of unit mock exam</li> </ol>	Autumn 1 Families and Households
<b>Unit 2</b>	<p><b><u>Education</u></b></p> <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 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; the impact of globalisation on educational policy.</li> </ul>	<ol style="list-style-type: none"> <li>Knowledge tests throughout each topic</li> <li>30 mark exam questions at the end of each topic</li> <li>End of unit mock exam</li> </ol>	Autumn 1 Education



<b>Unit 3</b>	<p><b><u>Research Methods</u></b></p> <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><li>• The relationship between positivism, interpretivism and sociological methods; the nature of 'social facts'</li><li>• The theoretical, practical and ethical considerations influencing choice of topic, choice of method(s) and the conduct of research.</li></ul>	<ol style="list-style-type: none"><li>1. Knowledge tests throughout each topic</li><li>2. 20 mark exam questions at the end of each topic</li><li>3. End of unit mock exam</li></ol>	Autumn 1 Research Methods
<b>Unit 4</b>	<p><b><u>Methods in Context</u></b></p> <p>Students must be able to apply sociological research methods to the study of education.</p> <p>Practical issues Ethical issues Representativeness Reliability Validity</p> <p>The ability to apply research methods to the following areas; Setting Subject characteristics Sensitivity of the topic</p>	<ol style="list-style-type: none"><li>1. Knowledge tests throughout each topic</li><li>2. 20 mark exam questions at the end of each topic</li><li>3. End of unit mock exam</li></ol>	Spring 1 Methods in Context