

Subject: <b>GCSE Sociology</b>	<b><u>Autumn HT 1 - The sociological approach</u></b>	<b><u>Autumn HT 2 - Families</u></b>	<b><u>Spring HT 1 – Research methods</u></b>	<b><u>Spring HT 2 – Crime and deviance</u></b>	<b><u>Summer HT 1 – Crime and deviance</u></b>	<b><u>Summer HT 2 – Social inequality</u></b>
<b>Year 10</b>	<ul style="list-style-type: none"> <li>• Debates within sociology including conflict versus consensus</li> <li>• How sociological knowledge and ideas change over time and how these ideas inform our understanding of the social world</li> <li>• The contextualised work (a sense of time and place) of key classical sociologists Durkheim, Marx and Weber referencing both their view of the world and their contribution to the development of the discipline</li> <li>• Different sociological perspectives on social structures, social processes and social issues, including those informed by: feminism, functionalism, interactionism and Marxism as specified in the topics listed below and key arguments</li> <li>• The interrelationship between the core areas of sociology</li> <li>• How to use sociological research methods as outlined in the topics and how they apply in the specified contexts i.e. families, education, crime and deviance, social stratification.</li> <li>• Key sociological terms and concepts concerned with social structures, social processes and social issues and the explanation of social phenomena including: society, socialisation, norms, values, roles, labelling, discrimination, power and authority.</li> </ul>	<ul style="list-style-type: none"> <li>• Differing views of the functions of families.</li> <li>• Parsons functionalist perspective on primary socialisation and the stabilisation of adult personalities.</li> <li>• How family forms differ in the UK and within a global context.</li> <li>• The work of the Rapoport on family diversity.</li> <li>• Different views of conjugal role relationships.</li> <li>• The feminist perspective of Oakley on the idea of the conventional family.</li> <li>• Changing relationships within families.</li> <li>• How relationships within families have changed over time.</li> <li>• The theory of the symmetrical family and the principle of stratified diffusion developed from the functionalist perspective of Willmott and Young.</li> <li>• 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).</li> <li>• The work of Zaretsky on developments in families from a Marxist perspective and Delphy and Leonard's feminist critique of families.</li> <li>• Changes in the pattern of divorce in Britain since 1945 and the consequences of divorce for family members and structures.</li> </ul>	<ul style="list-style-type: none"> <li>• In the context of the various social structures, social processes and social issues detailed in the specification, students should be able to: <ul style="list-style-type: none"> <li>• Identify, describe and explain various methods and methodological issues</li> </ul> </li> <li>• Identify and explain the advantages and disadvantages, strengths and weaknesses of a particular method for a specific area of research</li> <li>• Demonstrate an understanding of the process of research design for a specific area of research, including practical difficulties and ethical issues</li> <li>• Demonstrate an understanding of the relevance and usefulness of various primary and secondary sources for a specific area of research</li> <li>• Demonstrate the ability to interpret data presented in a variety of forms.</li> </ul>	<ul style="list-style-type: none"> <li>• The social construction of concepts of crime and deviance and explanations of crime and deviance.</li> <li>• The work of Merton on the causes of crime from a functionalist perspective and Becker from an interactionist perspective.</li> <li>• Formal and informal methods of social control.</li> <li>• The work of Heidensohn on female conformity in male dominated patriarchal societies.</li> </ul>	<ul style="list-style-type: none"> <li>• Factors affecting criminal and deviant behaviour and ways in which criminal and deviant behaviour have generated public debates over criminal and deviant behaviour including concerns over violent crime, sentencing, the treatment of young offenders, the prison system.</li> <li>• The work of Albert Cohen on delinquent subcultures and Carlen on women, crime and poverty.</li> <li>• 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'.</li> </ul>	<ul style="list-style-type: none"> <li>• Different views of the functionalist theory of social stratification.</li> <li>• The work of Davis and Moore on social stratification from a functionalist perspective.</li> <li>• Different views of socio-economic class.</li> <li>• The work of Marx and Weber on socioeconomic class</li> <li>• Different views on factors affecting life chances.</li> <li>• The work of Devine revisiting the idea of the affluent worker.</li> </ul>