

# SOCIOLOGY

*"I am not what I think I am.  
And I am not what you think I am.  
I am what I think you think I am."  
Charles Cooley*

## Year 12

The course begins with students learning about key Sociological theories, this brief introduction provides a foundation of knowledge that they will build upon during each unit of work that is studied.

The first main unit of work focuses on families and households. They look at the structure and evolution of families, what different groups of Sociologists have to say about the position of families within society.

The second unit of the course is the unit of education. This is something that all students can relate with as they have spent more than 10 years studying within the education system we are examining.

Following this, students then begin to study what research methods are used by Sociologists. These methods are also linked to educational contexts and students must learn the strengths and limitations of using particular research methods for specific investigations.

In the Summer term we start Yr2 content - Beliefs in Society.

	Autumn	Spring	Summer
Curriculum Knowledge	<p><b>Theory overview - Functionalism, Marxism, Feminism.</b></p> <ul style="list-style-type: none"> <li>● Functionalist theory</li> <li>● Marxist theory</li> <li>● Feminists theories</li> </ul> <p><b>Families and Households</b></p>	<p><b>Continuation of Education with Methods and Methods in Context</b></p> <p>Students are expected to be familiar with sociological explanations of the following content:</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> </ul>	<p><b>Methods in Context</b> - continued.</p> <p>Students must be able to apply sociological research methods to the study of education.</p> <p><b>Beliefs in Society</b></p> <p>Start the unit. To be continued in Yr13.</p> <p>Students are expected to be familiar with sociological explanations of the following content:</p>

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
- 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
- gender roles, domestic labour and power relationships within the family in contemporary society
- the nature of childhood, and changes in the status of children in the family and society
- demographic trends in the United Kingdom since 1900: birth rates, death rates, family size, life expectancy, ageing population, and migration and globalisation

**Education and Methods, with Methods in Context**

We begin to study Education, and intersperse these lessons with Methods lessons and Methods in Context.

Students are expected to be familiar with sociological explanations of the following content:

- differential educational achievement of social groups by social class, gender and ethnicity in contemporary society
- 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
- 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.

**Research Methods**

Students must examine the following areas:

- quantitative and qualitative methods of research; research design
- sources of data, including questionnaires, interviews, participant and non-participant observation, experiments, documents and official statistics
- the distinction between primary and secondary data, and between quantitative and qualitative data
- the relationship between positivism, interpretivism and sociological methods; the nature of 'social facts'

- ideology, science and religion, including both Christian and non-Christian religious traditions
- the relationship between social change and social stability, and religious beliefs, practices and organisations
- religious organisations, including cults, sects, denominations, churches and New Age movements, and their relationship to religious and spiritual belief and practice
- the relationship between different social groups and religious/spiritual organisations and movements, beliefs and practices
- the significance of religion and religiosity in the contemporary world, including the nature and extent of secularisation in a global context, and globalisation and the spread of religions.

	<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> <p><b>Research Methods</b></p> <p>Students must examine the following areas:</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> </ul>	<ul style="list-style-type: none"> <li>● the theoretical, practical and ethical considerations influencing choice of topic, choice of method(s) and the conduct of research.</li> </ul> <p><b>Methods in Context</b></p> <p>Students must be able to apply sociological research methods to the study of education.</p>	
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	<ul style="list-style-type: none"> <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>		
Tier 3 Vocabulary	<p>Instrumental and expressive roles, Symmetrical family, Joint and segregated conjugal roles, March of progress, Dual burden and triple shift, Domestic violence/abuse, Age patriarchy, Information hierarchy, Child liberationist, Toxic childhood, Child centred, 'Adultist' vs 'new sociology' of childhood, Organic analogy, Functional fit, Geographical and social mobility, Unit of consumption, Donor-conceived, Personal life perspective, Fertility rate, Birth rate, Infant mortality rate, Dependency ratio, Migration – push and pull factors, Assimilation / multiculturalism, Secularisation, stigma, law, finance, rising expectations, Chosen families, Living apart together (LAT), Extended, nuclear, step, beanpole, Patterns of obligation, Ethnic differences in family patterns, The negotiated family, The connectedness thesis, Pure relationship, Individualisation thesis, Organisational, cultural, social class, life-stage, generational diversity, Neo-conventional, Patriarchal, Coalition, Policing the family, Dependency culture, One-child policy, Care in the community</p>	<p>Cultural deprivation  Material deprivation  Cultural capital  Subculture  Compensatory education  Labelling  Self-fulfilling prophecy  Hidden curriculum  Material deprivation  Cultural deprivation  Streaming  Habitus  Symbolic violence  Symbolic capital  A-C economy  Educational triage  Pupil subculture  Differentiation  Polarisation  Critical race theory  Marketization and segregation  Ethnocentric curriculum  Pupil responses and subcultures  The 'new IQism'  Marginalised  Hegemonic masculinity  Working-class girls dilemma  Hyper-heterosexuality  Moral panic</p>	<p>Substantive, functional, constructionist, Sacred and profane, Totemism, Civil religion, Alienation and ideology, Patriarchy, churching, Calvinism, predestination, asceticism, other- and this-worldly, Hegemony, Civil rights movement, ideological resource, The principle of hope, Liberation theology, Pentecostalism, cargo cult,, Dual character of religion, organic intellectuals, Rationalisation – disenchantment, technological worldview, Structural differentiation – disengagement, privatisation, The sacred canopy, plurality of life worlds, plausibility structure, Cultural defence and transition, Secularisation from within – psychologised, Practical relativism, Believing without belonging, privatised, vicarious religion, multiple modernities, Spiritual shopping, cultural amnesia, pilgrims and converts, Disembedded religion, religion online, online religion, sphere of consumption, Re-enchantment, spiritual revolution, congregational domain, holistic milieu, Religious market theory, compensators, cycle of renewal, supply-led religion, Existential security theory, Fundamentalism and cosmopolitanism – resistance and project identity; Secular</p>

		'laddish' subcultures Meritocracy Consumer choice Ideological state apparatus Myth of meritocracy Counter-culture Parentocracy Marketisation Assimilation Cola-isation Tripartite/comprehensive	fundamentalism, Clash of civilisations, Cultural defence, Hindu ultra-nationalism, East Asian tiger economies Marginality, relative deprivation; World-rejecting, world- affirming, world-accommodating; Conversionist, Adventist ; Pentecostal gender paradox; Cultural defence and transition; Ageing effect, period/cohort effect, secularisation. Open belief system, falsificationism, CUDOS norms; Closed belief system, self-sustaining beliefs; Paradigm, puzzle-solving, scientific revolution; Ideology, false consciousness, hegemony; Nationalism, imagined community; Ideology and utopia, worldview, free-floating intelligentsia.
Curriculum Opportunities			
<b>Year 13</b> Students begin the final year of the course by continuing to study Beliefs in Society. This unit covers how beliefs develop, theories of their purpose, how it is measured and what it means for countries around the world. Students study the unit of Crime and Deviance. Here they examine the police and criminal justice system as another institution within society and assess its function and role within society, as well as continuing with the running theme of who benefits and who loses out from the existence of these institutions. Sociological theory is the final unit and covers different structural and social action theories, globalisation and modernity, as well as recapping the research methods covered in Yr1.			
	Autumn	Spring	Summer
Curriculum Knowledge	<b>Beliefs in Society - continued</b> Students are expected to be familiar with sociological explanations of the following content:	<b>Crime and Deviance - continued</b> Students are expected to be familiar with sociological explanations of the following content: <ul style="list-style-type: none"> <li>● crime, deviance, social order and social control</li> </ul>	<b>Revision and exam technique</b>

- ideology, science and religion, including both Christian and non-Christian religious traditions
- the relationship between social change and social stability, and religious beliefs, practices and organisations
- religious organisations, including cults, sects, denominations, churches and New Age movements, and their relationship to religious and spiritual belief and practice
- the relationship between different social groups and religious/spiritual organisations and movements, beliefs and practices
- the significance of religion and religiosity in the contemporary world, including the nature and extent of secularisation in a global context, and globalisation and the spread of religions.

**Crime and Deviance - continued**

Students are expected to be familiar with sociological explanations of the following content:

- crime, deviance, social order and social control
- the social distribution of crime and deviance by ethnicity, gender and social class, including recent patterns and trends in crime
- globalisation and crime in contemporary society; the media and crime; green crime; human rights and state crimes

- the social distribution of crime and deviance by ethnicity, gender and social class, including recent patterns and trends in crime
- globalisation and crime in contemporary society; the media and crime; green crime; human rights and state crimes
- crime control, surveillance, prevention and punishment, victims, and the role of the criminal justice system and other agencies

**Theory and Methods**

Students must examine the following areas:

- quantitative and qualitative methods of research; research design
- sources of data, including questionnaires, interviews, participant and non-participant observation, experiments, documents and official statistics
- the distinction between primary and secondary data, and between quantitative and qualitative data
- 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
- consensus, conflict, structural and social action theories
- the concepts of modernity and post-modernity in relation to sociological theory

	<ul style="list-style-type: none"> <li>● crime control, surveillance, prevention and punishment, victims, and the role of the criminal justice system and other agencies</li> </ul>	<ul style="list-style-type: none"> <li>● the nature of science and the extent to which Sociology can be regarded as scientific</li> <li>● the relationship between theory and methods</li> <li>● debates about subjectivity, objectivity and value freedom</li> <li>● the relationship between Sociology and social policy.</li> </ul>	
Tier 3 Vocabulary	<p>Substantive, functional, constructionist, Sacred and profane, Totemism, Civil religion, Alienation and ideology, Patriarchy, churching, Calvinism, predestination, asceticism, other- and this-worldly, Hegemony, Civil rights movement, ideological resource, The principle of hope, Liberation theology, Pentecostalism, cargo cult,, Dual character of religion, organic intellectuals, Rationalisation – disenchantment, technological worldview, Structural differentiation – disengagement, privatisation, The sacred canopy, plurality of life worlds, plausibility structure, Cultural defence and transition, Secularisation from within – psychologised, Practical relativism, Believing without belonging, privatised, vicarious religion, multiple modernities, Spiritual shopping, cultural amnesia, pilgrims and converts, Disembedded religion, religion online, online religion, sphere of consumption, Re-enchantment, spiritual revolution, congregational domain, holistic milieu, Religious market theory, compensators, cycle of renewal, supply-led religion, Existential security theory, Fundamentalism and cosmopolitanism – resistance and project identity; Secular fundamentalism, Clash of civilisations, Cultural defence, Hindu ultra-</p>	<p>Labelling  Negotiation of justice  Primary and secondary deviance  Reintegrative and disintegrative shaming  Institutionalisation  Labelling  Negotiation of justice  Primary and secondary deviance  Reintegrative and disintegrative shaming  Institutionalisation  Critical criminology  White-collar crime  Corporate crime  Selective enforcement  Criminogenic capitalism  Rational choice theory  Zero tolerance  Relative deprivation  Marginalisation  Late-modernity  Chivalry thesis  Sex role theory  Heidensohn’s patriarchal control  Carlen’s class and gender deals  Adler’s liberation thesis  Masculinity and crime  Stop and search  Policing the crisis  Myth of black criminality</p>	

	<p>nationalism, East Asian tiger economies  Marginality, relative deprivation; World-rejecting, world-affirming, world-accommodating; Conversionist, Adventist ; Pentecostal gender paradox; Cultural defence and transition; Ageing effect, period/cohort effect, secularisation. Open belief system, falsificationism, CUDOS norms; Closed belief system, self-sustaining beliefs; Paradigm, puzzle-solving, scientific revolution; Ideology, false consciousness, hegemony; Nationalism, imagined community; Ideology and utopia, worldview, free-floating intelligentsia.</p>	<p>Victimisation  Institutional racism  Deviance amplification spiral  Moral panic  Cultural criminology  News values  Boundary crisis  State crime  Primary and secondary green crime  Social harms and zemiology  Cultural of denial  Global risk consciousness  Crimes of obedience  Situational crime prevention  Displacement  Victimisation  Panopticon  Retribution/reduction  Surveillance</p>	
<p>Curriculum Opportunities</p>			