

Progression Model – Y12

Module Title: Education, Families and Households		Module Title: Education with Methods in Context and Families and Households.		Module Title: Families and Households and Methods in Context	
Learning Intent for this module:	Learning Intent for this module:	Learning Intent for this module:	Learning Intent for this module:	Learning Intent for this Module:	Learning Intent for this Module:
To develop knowledge of the broad themes of sociological theory	To develop knowledge of the broad themes of sociological theory	To develop knowledge and understanding of sociological explanations of differential achievement	To develop knowledge and understanding of changing family patterns in society	To evaluate the strengths and limitations of quantitative methods in sociological research	To evaluate the impact of policy changes related to the family
To develop knowledge and understanding of sociological explanations of differential achievement	To develop knowledge and understanding of changing family patterns in society	To evaluate the impact educational policy in education	To develop understanding of family diversity	To evaluate the strengths and limitations of qualitative methods in sociological research	To develop an understanding of key skills such as analysis, evaluation and the use of contemporary evidence
To understand, analyse and evaluate sociological theories on the role of education	To understand, analyse and evaluate sociological theories on the purpose of the family	To evaluate the strengths and limitations of quantitative methods in sociological research	To develop understanding of the impact of social policy changes on the family		
		To evaluate the strengths and limitations of qualitative methods in sociological research			

		<p>To identify the implications of groups, settings and specific research topics in educational research</p> <p>To develop knowledge and understanding of changing family patterns in society</p> <p>To understand, analyse and evaluate sociological theories on the family</p>			
<p>Key Content to be learned:</p> <p>Introduction to A Level sociology</p> <p>Sociological perspectives on Education</p> <p>Class factors internal and external</p> <p>Changing family patterns</p> <p>Sociological perspectives on Family</p>		<p>Key content to be learned:</p> <p>Differential factors internal and external</p> <p>Educational policy</p> <p>Quantitative research methods</p> <p>Qualitative research methods</p> <p>Changing family patterns</p> <p>Family diversity</p> <p>Family and social policy</p>		<p>Key Content to be learned:</p> <p>Quantitative research methods</p> <p>Qualitative research methods</p> <p>Family and social policy</p> <p>Exam technique tutoring</p>	
<p>Key tasks for this module:</p> <p>1) Applying material from Item A, analyse and explain two views of the role of education (10 marks)</p>		<p>Key tasks for this module:</p> <p>1) Applying material from Item A, analyse two factors inside schools that lead to ethnic differences in educational achievement. (10 marks)</p>		<p>Key tasks for this module:</p> <p>1) Applying material from Item C and your knowledge of research methods, evaluate the strengths and limitations of</p>	

<p><u>Item A</u> All sociologists agree that education can be a beneficial institution. The aspect they disagree on is specifically who benefits. Some sociologists argue that education builds up a consensus in society and helps to provide a 'glue' which holds society together. Others argue that only specific groups benefit from education, whereas others are limited by their social background.</p> <p>2) Applying material from Item B, analyse two explanations of the reasons for an unequal distribution of domestic labour (10 marks)</p> <p><u>Item B</u> Some sociologists argue that unequal domestic labour is the result of traditional ways of thinking or viewpoints on how women and men should act in society. Others might argue that this is more suitable to view from an economic perspective. All of these perspectives agree that the patriarchy is relevant to some extent.</p> <p>3) Applying material from Item C and your knowledge, evaluate sociological contributions to our understanding of the trends in divorce in the United Kingdom since 1970 (20 marks)</p> <p><u>Item C</u></p>	<p>There are important differences in the experiences of different ethnic groups in the education system, for example in terms of examination entries and allocation to sets or streams. Similarly, studies show that teachers may be quicker to discipline pupils from certain ethnic groups for apparent misbehaviour. These differences can lead to educational failure for some groups.</p> <p>2) Outline and explain two reasons why changes in the birth rate have impacted on women's position in society (10 marks)</p> <p>3) Outline three ways in which the organisation of schooling may be ethnocentric. (6 marks)</p> <p>Outline three reasons why girls generally achieve more highly in education than boys (6 marks)</p> <p>4) Outline three ways that the New Labour government attempted to reduce inequality in society (6 marks)</p> <p>Applying material from Item B and your knowledge of research methods, evaluate the strengths and limitations of using structured questionnaires to investigate pupil behaviour in schools. (20 marks)</p>	<p>using non-participant observation to investigate pupil behaviour in schools.</p> <p>Item C</p> <p>Pupils behave in many different ways in schools. Some pupils conform to school rules, for example by wearing the correct uniform and completing tasks set, whilst others break school rules. Interactions between teachers and pupils, and between peers, are likely to influence behaviour. Sociologists are interested in researching patterns of pupil behaviour, particularly disruptive behaviour. One way of studying pupil behaviour in schools is to use non-participant observation. Pupils are often observed during the course of a school day. One advantage of nonparticipant observation is that the sociologist can observe behaviour both inside and outside classrooms. Non-participant observation allows behaviour categories to be decided before the observation begins. However, behaviour may not be classified in the same way by different researchers.</p> <p>2) Applying material from Item D and your knowledge, evaluate the view that UK society has become more child-centred.</p> <p>Item D</p> <p>Some sociologists argue that UK society has become more child-centred. Children today are</p>
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<p>There has been a significant increase in the number of divorces since 1970. One important factor behind the increase has been the changes in the law relating to divorce. However, legal changes alone may not be enough to explain the trend and sociologists have suggested a number of possible causes of a higher divorce rate. One of these is a decline in the influence of traditional norms about marriage that used to stigmatise divorce.</p> <p>4) Applying material from Item B and your knowledge, evaluate sociological explanations of social class differences in educational achievement (30 marks)</p> <p>Item D</p> <p>Social class differences in achievement are found at all stages of the education system and sociologists have put forward several explanations for these differences. Some sociologists focus on factors outside school, such as the material circumstances of pupils' families or the ways in which parents socialise their children. Other sociologists see factors internal to the education system itself as responsible. However, it can be argued that it is the interaction between these external and internal factors that produces class differences in educational achievement</p>	<p>Item B</p> <p>Pupils behave in many different ways in schools. Some pupils conform to school rules, for example by wearing the correct uniform and completing tasks set, whilst others break school rules. Interactions between teachers and pupils, and between peers, are likely to influence behaviour. Sociologists are interested in researching patterns of pupil behaviour, particularly disruptive behaviour. One way of studying pupil behaviour in schools is to use structured questionnaires. Individuals may be able to explain reasons for behaviour and the behaviour of others. One advantage of structured questionnaires is the amount of respondents that can be surveyed. Structured questionnaires allow respondents to offer their opinions in a structured manner. However, information may not be particularly insightful when individuals have to answer set questions to answer.</p> <p>5) Applying material from Item A, evaluate sociological explanations of changes in demographics that have occurred since 1970 (20 marks)</p> <p>Many changes have taken place in the study of demography. These include changes such as</p>	<p>more privileged than they have ever been. There are a large range of laws and policies in place to protect them and there is an increasing emphasis now placed on children's rights. However, other sociologists argue that the extent of child-centredness is exaggerated, and that childhood can be a negative experience for some children.</p> <p>3) Applying material from Item E, analyse two ways in which migration patterns have affected household structures in the United Kingdom.</p> <p>Item E</p> <p>In the 1950s, most immigrants into the United Kingdom came from Commonwealth countries such as India and Jamaica. More recently, many immigrants have come from European Union countries such as Poland. Many immigrants are young adults seeking work. These migration patterns have affected household structures.</p> <p>Outline and explain two ways in which changing gender roles within the family may have affected children's experience of childhood. [10 marks]</p> <p>4) Applying material from Item G and your knowledge of research methods, evaluate the strengths and limitations of using group interviews to investigate the reasons for subject choices made by pupils (20 marks)</p>
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<p>5) Outline two criticisms of the functionalist view of the role of education (4 marks)</p> <p>Outline two criticisms of the Marxist view of the role of education (4 marks)</p> <p>Outline three functions of education according to the Marxist perspective of education (6 marks)</p> <p>Outline three views of the New Right on education (6 marks)</p> <p>Applying material from Item A, analyse two explanations of the Functionalist view of education. (10 marks)</p> <p>Item A</p> <p>Some sociological perspectives focus on the positives of education, arguing that it is a necessary aspect of childhood that enables members of society to enter the world of adulthood as a contributing, value-led individual. Others argue it has other purposes, directing us in terms of future employment prospects or by providing an equal playing field for testing and assessment.</p>	<p>the number of women having children, as well as the overall age structure of our society. Many of these changes have occurred since the 1970s, attitudes, values and socialisation have all altered in the last 50 years.</p>	<p>Item G</p> <p>As well as compulsory subjects at school, pupils can often choose optional ones. Pupils may choose different subjects for a variety of reasons. They may have a personal interest or talent in a subject or act on the basis of advice given by parents, professionals working within schools or others. However, there are patterns in subject choices linked to class, gender and ethnicity which could result from factors external to schools.</p> <p>One way of studying the differences in subject choices made by pupils is to use group interviews. This type of interview can encourage deeper thought as participants can develop ideas put forward by other group members. However, participants may be influenced by peer pressure. Furthermore, some pupils, teachers and parents may find it difficult to find a time to meet as a group.</p> <p>5) Mock examinations</p>
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Progression Model – Y13

Module Title: Beliefs in Society and Crime and Deviance	Module Title: Beliefs in Society and Crime and Deviance	Module Title: Crime and Deviance, Theory and Methods and exam technique
<p>Learning Intent for this module:</p> <p>To evaluate sociological explanations of the role of religion and ideology To evaluate theories of science and sociology To identify and analyse ways in which sociology can be a force for or against social change</p> <p>To evaluate sociological explanations of Crime and Deviance To evaluate the interactionist explanation of Crime and Deviance To evaluate explanations of the media and crime</p>	<p>Learning Intent for this module:</p> <p>To evaluate sociological explanations of social change To identify key features of religious organisations To evaluate sociological explanations for the growth of New Religious Movements To analyse reasons for religious participation amongst social groups</p> <p>To evaluate explanations of the media and crime To evaluate realist explanations of Crime and Deviance To analyse ways in which globalisation has influenced crime. To evaluate developments in surveillance, control and prevention of crime in society</p>	<p>Learning Intent for this Module:</p> <p>To analyse the changing role of religion in a global context To evaluate the sociological explanations of wider society To identify sociological explanations of the purpose of social policy To analyse the implications of science for the study of society To evaluate the impact of globalisation, modernity and postmodernity.</p> <p>To evaluate factors which affect differences in rates of Crime and Deviance To evaluate quantitative research methods To evaluate qualitative research methods</p>

		To evaluate the role of values in sociological research
<p>Key Content to be learned:</p> <p>Theories of religion Science as an open belief system Science as a closed belief system Religion as a force for social change Functionalist theories of crime Interactionism and Labelling theories The study of suicide The Media and Crime</p>	<p>Key content to be learned:</p> <p>Religion as a force for social change Religious organisations The Growth of NRMs Religiosity and social groups The Media and Crime Left Realism Right Realism Globalisation and Crime Surveillance, control and prevention</p>	<p>Key Content to be learned:</p> <p>Religion in a global context Structural theories Action theories Social Policies and perspectives Science and sociology Postmodernism, globalisation, late modernity Class, ethnicity, gender and their impact on crime Quantitative research methods Qualitative research methods</p>
<p>Key tasks for this module:</p> <p>1) Applying material from Item A, analyse two reasons why religion offers positive functions for society (10)</p> <p>Item A: religion can offer positive functions for society in many forms. Sociologists argue that it can be a useful force when dealing with difficult circumstances. Religion can also provide a sense of cooperation and togetherness.</p> <p>2) Applying material from Item B and your knowledge, evaluate the contribution of functionalist theories to our understanding of crime and deviance (30 marks)</p>	<p>Key tasks for this module:</p> <p>1) Applying material from Item A, Evaluate the view that religion can be a force for social change</p> <p><u>Item B</u> Max Weber argued that religious beliefs can lead to important social changes. According to Weber, Calvinist Protestant beliefs in the 16th century were crucial in bringing about the emergence of modern capitalism in Western Europe. By contrast, the beliefs of some other major religions have acts as a barrier to such change. Some sociologists argue that religion has a dual character: its beliefs can have both a negative impact on social change and a positive one, for</p>	<p>Key tasks for this module:</p> <p>1) Applying material from Item A, analyse two explanations of the apparent differences in the rates of victimisation in ethnic groups. (10 marks)</p> <p><u>Item A</u> The risk of being a victim of crime appears to vary by ethnic group, both in terms of ordinary crimes and racially motivated crimes. This is shown in victim surveys. All suspected crimes have to go through a process of being reported and investigated.</p>

<p>Functionalist theories focus on how crime disrupts social solidarity and the value consensus. Unlike other functionalist ideas, there is a greater focus in crime and deviance on attempting to uncover some reasons why crime might occur more in some groups than others, and how groups or subcultures may be a very significant aspect of understanding the causes of crime. Other sociologists look at reasons why crime may be inevitable in society, and how the concept of anomie may be important in understanding why crime and deviant acts take place.</p> <p>3) Applying material from Item C, analyse two criticisms of the idea that science is an open belief system (10 marks)</p> <p>Some sociologists have criticised the claim that science is an open belief system. Some argue that this is due to the fact that science represents the interests of particular groups, whereas others have suggested that it operates in a manner that only allows pre-determined types of work and investigation to be taken seriously.</p> <p>4) Applying material from Item D, evaluate the role of ideology in society (20 marks)</p> <p>Sociological explanations of the purpose and use of ideology in society are varied. In some cases, ideology is viewed as a way in which the ideas of the majority can be manipulated or controlled by</p>	<p>example by inspiring protest against the status quo.</p> <p>2) Applying material from Item D, analyse two ways in which the media may act as a cause of crime. (10 marks)</p> <p>Sociologists argue the media can cause further crime to occur in society. Some argue that this is due to the way in which it promotes further awareness of poverty. Others argue that it can also be seen as something to imitate or how it plays a role in making it harder to determine fact from fiction.</p> <p>3) Applying material from Item C, analyse two ways in which social change may contribute to the growth of sects. (10 marks)</p> <p>Item C Arguments about the growth of sects vary. Some arguments relate to the idea that social change can help to emphasise feelings of poverty. Others argue that social change can significantly increase the feeling of displacement or a loss of purpose.</p> <p>4) Applying material from Item E, analyse two ways in which state crime can be defined (10 marks)</p>	<p>2) Applying material from Item A, analyse two reasons why right realist approaches to crime and deviance might 'achieve control but not justice. (10 marks)</p> <p>Right realists recommend severe punishments for anti-social behaviour and low-level crime in order to demonstrate to the rest of society that these behaviours are not acceptable. They argue that this also prevents more serious crime. This may depend on setting, individual and wider context.</p> <p>3) Mock examination in this module</p> <p>4) Applying material from Item C, evaluate the contribution of Marxist approaches to understanding today's society (20 marks)</p> <p>Item C: Marxist sociologists see capitalism as based on class inequality and the exploitation of the proletariat. They argue that all social institutions help to maintain capitalist society. However, in the Marxist view, the proletariat will ultimately overthrow capitalism and create a classless society. Critics argue that the traditional Marxist view may be outdated.</p>
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<p>those in power. Some sociologists regard ideology as a way in which the status quo is enforced, preventing a move towards a more egalitarian society.</p> <p>Some sociologists have also made links between ideas of ideology and national identity.</p> <p>5) Outline two reasons crime could be seen as positive (4 marks).</p> <p>Outline two responses to strain (4 marks)</p> <p>Outline three criticisms of labelling theory (6 marks)</p>	<p>Sociologists have looked beyond conventional definitions of crime. Some sociologists have defined state crime in an international rather than a national context, while others have seen it in relation to higher moral context or the impact it can have aside from a legal context.</p> <p>5) Mock examination</p>	<p>5) Outline and explain two arguments suggesting that sociology can act like a natural science. (10 marks)</p>
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