

Subject	Sociology		
	Interpretation of National Curriculum into Year group Endpoints		
Year	Term 1	Term 2	Term 3
10	<p>Families</p> <ul style="list-style-type: none"> • Differing views of the functions of families. • Parsons functionalist perspective on primary socialisation and the stabilisation of adult personalities. • How family forms differ in the UK and within a global context. • The work of the Rapoport on family diversity • Different views of conjugal role relationships. • The feminist perspective of Oakley on the idea of the conventional family. • Changing relationships within families. • How relationships within families have changed over time. • The theory of the symmetrical family and the principle of stratified diffusion developed from the functionalist perspective of Willmott and Young. • 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). • The work of Zaretsky on developments in families from a Marxist perspective and Delphy and Leonard's feminist critique of families. • Changes in the pattern of divorce in Britain since 1945 and the consequences of divorce for family members and structures. 	<p>Education</p> <ul style="list-style-type: none"> • Different views of the role and functions of education. • The functionalist perspective of Durkheim on education as the transmission of norms and values and Parsons on achieved status and the operation of schools on meritocratic principles. • Different views of the correspondence principle on the relationship between education and capitalism as developed from a Marxist perspective by Bowles and Gintis. • Factors affecting educational achievement. • The work of Halsey on class-based inequalities and Ball on parental choice and competition between schools. • Processes within schools affecting educational achievement. • The work of Ball on teacher expectations and Willis on the creation of counter school cultures. 	<p>Theories</p> <ul style="list-style-type: none"> • Different sociological perspectives on social structures, social processes and social issues, including those informed by: <ul style="list-style-type: none"> <input type="checkbox"/> feminism <input type="checkbox"/> functionalism <input type="checkbox"/> interactionism and <input type="checkbox"/> Marxism <p>as specified in the GCSE topics and key arguments (identified through reading and responding to extracts from key sociological texts as research in action).</p>