

Subject	Sociology		
	Interpretation of National Curriculum into Year group Endpoints		
Year	Term 1	Term 2	Term 3
12	<p>Education</p> <ul style="list-style-type: none"> •The role and functions of the education system, including its relationship to the economy and to class structure •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. <p>Families and Households</p> <p>Couples</p> <ul style="list-style-type: none"> •Gender roles in the domestic division of labour •Power relationships between couples, including decision-making, control of resources and domestic violence. •How far these roles and relationships have changed over time. •Evaluation of different sociological views on couples' roles and relationships. <p>Childhood</p> <ul style="list-style-type: none"> •Why sociologists see childhood as a social construction •Reasons for the emergence of the modern notion of childhood. •Different views of the position of children today •Different views of the future of childhood. 	<p>Theory and Methods</p> <ul style="list-style-type: none"> •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. <p>Families and Households</p> <p>Theories of the family</p> <ul style="list-style-type: none"> •Functionalist, Marxist, feminist and personal life perspectives on the family •Similarities and differences between these perspectives •Evaluation of the usefulness of these perspectives on the family. <p>Demography</p> <ul style="list-style-type: none"> •The main population trends in the UK since 1900 •Reasons for population changes. <p>Changing family patterns</p> <ul style="list-style-type: none"> •The main changes in partnerships, including marriage, divorce, cohabitation and civil partnerships, as well as one-person and extended family households •The main changes in childbearing and childrearing, including births outside marriage, lone-parent families and stepfamilies •How these changes have contributed to greater family diversity •Explanations for these changes in families and households. 	<p>Methods in Context</p> <ul style="list-style-type: none"> •Application of sociological research methods to the study of education •Knowledge of the main characteristics of education as a context for sociological research •Understanding of some of the problems and opportunities that researching educational issues presents for sociologists •Awareness of the research strategies sociologists use to investigate education •Apply understanding of experiments to the study of education •Apply understanding of questionnaires to the study of education •Apply understanding of interviews to the study of education •Apply understanding of observational methods to the study of education •Apply understanding of documents and official statistics to the study of education. <p>Families and Households</p> <p>Family diversity</p> <ul style="list-style-type: none"> •Description of a range of different sociological views of family diversity the difference between modernist and postmodernist approaches to family diversity •Analysis and evaluation of sociological explanations of family diversity. <p>Families and social policy</p> <ul style="list-style-type: none"> •The ways in which social policies may affect families •The different sociological perspectives on families and social policy. •Analysis of these perspectives and evaluation of their usefulness in explaining the relationship between families and social policy.