

# 14-week plan Sociology

Week	Routine homework	Revision topic	Resource links	Suggested tasks	Revision strategy	Revision check	Explicit Vocabulary instruction: command words
27 January	Seneca	SOCIOLOGICAL APPROACH	<a href="https://wilmslowhigh.fireflycloud.net/sociology/gcse-sociology-revision">https://wilmslowhigh.fireflycloud.net/sociology/gcse-sociology-revision</a>	<ul style="list-style-type: none"> <li>The main perspectives: functionalism, Marxism, feminism.</li> <li>Consensus vs conflict theories.</li> <li>Norms, values, culture, cultural diversity, status.</li> <li>Agents of primary and secondary socialisation.</li> <li>How we gain our identity (eg. gender identity)</li> </ul>	<ul style="list-style-type: none"> <li>Create a key word glossary of all the terms from this unit.</li> <li>Summarise the 3 main sociological perspectives in 100 words.</li> <li>Create a consensus vs conflict acrostic.</li> <li>Make a revision mind map of all the ways we are socialised.</li> </ul>	Theories	Describe, Examine
3 Feb	Revision Booklet	FAMILY		<ul style="list-style-type: none"> <li>Different types of family - nuclear, cohabitation, same-sex, lone-parent, extended and bean pole.</li> <li>Different family types around the world - polygamy/polyandry, arranged and forced marriage.</li> </ul>	<ul style="list-style-type: none"> <li>Create a memory quiz to test different family forms.</li> <li>Draw up a pros and cons table of the different family types within the UK and around the world.</li> <li>Sketch a cartoon to show family diversity according to the Rapoports.</li> <li>12 mark question: Discuss how far sociologists would agree that support provided by the extended family is less important in UK society today.</li> </ul>	Family	Discuss
10 Feb	Seneca	FAMILY		<ul style="list-style-type: none"> <li>Functional view of the family - Talcott Parsons - warm bath theory; GP Murdock - 4 functions of the family.</li> <li>Marxist view of the family - Eli Zaretsky and capitalism influencing the family.</li> <li>Feminist view of the family - Ann Oakley - dual burden and triple shift; Delphy and Leonard.</li> </ul>	<ul style="list-style-type: none"> <li>Create a 'Who said what?' poster about the named sociologists and their view of the family - remember to add which branch of sociology they are from.</li> <li>Sketch a picture to illustrate the 'dual burden'.</li> <li>12 mark question: Discuss how far sociologists would agree that</li> </ul>	Key Studies	Discuss, Explain, Describe

					families in modern Britain are patriarchal.		
HOLIDAY	12 mark Plans	FAMILY		<ul style="list-style-type: none"><li>• How has the family changed?</li><li>• The New Right - declining family values.</li><li>• Increase in divorce/decrease in marriage - changing status of women and changes in law.</li><li>• Changing relationships - symmetrical family - Wilmott and Young.</li></ul>	<ul style="list-style-type: none"><li>• Create a mind map to show all the reasons that divorce has increased.</li><li>• Create a spiral diagram to show the consequence of a decline in the nuclear family according to the New Right.</li><li>• Draw a cartoon strip to show the stages of family according to Wilmott and Young.</li><li>• 12 mark question: Discuss how far sociologists would agree that legal changes are the main reason that divorce has increased in the UK since 1969.</li></ul>	Families	Discuss
24 Feb	Revision Guide	EDUCATION		<ul style="list-style-type: none"><li>• Different types of schools.</li><li>• Marketisation – parental choice, league tables, Ofsted – what’s the impact on this?</li><li>• Factors that affect achievement – social class, gender, ethnicity.</li><li>• Material and cultural factors that affect achievement (external factors).</li></ul>	<ul style="list-style-type: none"><li>• Draw up a comparison table of the different types of schools.</li><li>• List the pros and cons of having state and independent schools.</li><li>• Draw a spiral of decline to show what happens when a school gets a bad set of exam results.</li><li>• Rank the material and cultural factors in order of how they affect achievement – annotate your reasons.</li><li>• 12 mark question: Discuss how far sociologists would agree that social class has the biggest impact on a student’s educational attainment.</li></ul>	Education	Discuss, Describe, Explain
3 March	Seneca	EDUCATION		<ul style="list-style-type: none"><li>• In school processes, eg. hidden curriculum.</li><li>• Labelling - pros and cons of this – self-fulfilling prophecy - Pygmalion Effect (Rosenthal and Jacobson’s study).</li><li>• Streaming/setting - Hargreaves and Ball - effects of this.</li><li>• Anti-school subcultures - Paul Willis and his ‘lads’ study.</li></ul>	<ul style="list-style-type: none"><li>• Draw up a list of all the messages that are transmitted through the hidden curriculum.</li><li>• ‘The school curriculum is ethnocentric’ – argue</li></ul>	Education	Discuss, Explain

					<p>both sides of this statement.</p> <ul style="list-style-type: none"> <li>• Create 2 flow charts to show what can happen when students are labelled – for both positive and negative labelling.</li> <li>• Draw up a pros and cons table of setting by ability.</li> <li>• Summarise why some pupils form anti-school subcultures in 100 words.</li> <li>• 12 mark question: Discuss how far sociologists would agree that educational attainment is significantly affected by the groups they are taught in.</li> </ul>		
10 March	12 mark plans	EDUCATION		<ul style="list-style-type: none"> <li>• Functionalist view of education - Parsons - schools as an agent of socialisation – achieved status and meritocracy; Durkheim - preparing students for life.</li> <li>• Marxist view of education - Bourdieu and cultural capital; Bowles and Gintis - Correspondence Theory – turning pupils into obedient workers.</li> <li>• Feminist view of education - boys dominating spaces.</li> </ul>	<ul style="list-style-type: none"> <li>• Create a ‘Who said what?’ poster about the named sociologists and their view of education - remember to add which branch of sociology they are from.</li> <li>• Draw a cartoon to show achieved vs ascribed status according to Parsons.</li> <li>• Make a comparison table of school and the workplace to illustrate Correspondence Theory.</li> <li>• List 5 ways that boys dominate schools according to the feminist perspective.</li> <li>• 12 mark question: Discuss how far sociologists would agree that the main function of education is</li> </ul>	Education Key Studies	Discuss, Describe, Explain

					to promote universal norms and values.		
17 March	Knowledge organisers	RESEARCH METHODS		<ul style="list-style-type: none"> <li>• Stages of research design</li> <li>• Qualitative and quantitative data.</li> <li>• Primary and secondary data.</li> <li>• Data collection - questionnaires, interviews, observations (and different types) – strengths and limitations.</li> </ul>	<ul style="list-style-type: none"> <li>• Create a cartoon strip to show the different stages of research design.</li> <li>• Define qualitative quantitative, primary and secondary data – give at least 3 examples of each.</li> <li>• Draw up a summary sheet for questionnaires, interviews and observations – include different types (if applicable), the strengths and weaknesses, and an example of a named study that has used that method.</li> </ul>	Methods	Examine, Explain
24 March	Revision Guide, Seneca	RESEARCH METHODS		<ul style="list-style-type: none"> <li>• Practical issues with research.</li> <li>• Ethical issues with research.</li> <li>• Reliability, validity and representativeness.</li> <li>• Sampling types.</li> </ul>	<ul style="list-style-type: none"> <li>• Create a mind map of the practical issues involved in research, think about issues when setting up the study, but also when collecting data.</li> <li>• Summarise what informed consent is in 50 words.</li> <li>• Produce an 'The Only Way is Ethics' sheet – imagine 3 different research scenarios and come up with a list of ethical issues for each one, and state how you would overcome them.</li> <li>• List your top tips for making maximising reliability, validity and representativeness in sociological research.</li> </ul>	Methods Key Terms	Explain, Examine, Describe

31 March: inset	Seneca	CRIME AND DEVIANCE		<ul style="list-style-type: none"> <li>• Difference between crime and deviance.</li> <li>• Formal and informal social control.</li> <li>• Role of the police and courts – criminal justice system.</li> <li>• Functionalist view of crime and deviance - Robert Merton - Strain Theory; Emile Durkeim and Anomie.</li> <li>• New Right view of crime and deviance – lack of socialisation.</li> <li>• Sub-cultural theories of crime and deviance - Albert Cohen and delinquent sub-cultures.</li> </ul>	<ul style="list-style-type: none"> <li>• Create a ‘Who said what?’ poster about the named sociologists and their view of crime and deviance - remember to add which branch of sociology they are from.</li> <li>• Draw up a list of all the methods of formal and informal control.</li> <li>• Create a diagram to show the different layers of the criminal justice system and the powers they have to enforce law.</li> <li>• Summarise the term ‘collective sentiment’ in 50 words.</li> <li>• Create a cartoon to show responses to the American Dream and responses to strain according to Merton.</li> <li>• 12 mark question: Discuss how far sociologists would agree that crime and deviance is necessary for society to function properly.</li> </ul>	Key Studies	Discuss, Explain, Describe
HOLIDAY	Revision Guide	CRIME AND DEVIANCE		<ul style="list-style-type: none"> <li>• Marxist view of crime and deviance – capitalism and consumerism.</li> <li>• White collar and corporate crime.</li> <li>• Feminist view of crime and deviance - work of Frances Heidensohn (lack of opportunity) and Pat Carlen on social control of women.</li> </ul> <p>Interactionist viewpoint – Becker’s work on labelling and master status.</p>	<ul style="list-style-type: none"> <li>• Draw a triangle diagram to show the links between capitalism, consumerism and crime.</li> <li>• List as many examples of white collar and corporate crimes as you can – why do these often go unpunished?</li> <li>• Create a mind map to show all the ways that women lack opportunities to commit crimes.</li> </ul>	Crime	Discuss, Explain, Describe

					<ul style="list-style-type: none"> <li>● Explain why Carlen described female crimes as 'crimes of the powerless'.</li> <li>● Draw a flow diagram to show what happens when someone is labelled as a criminal.</li> </ul> <p>12 mark question: Discuss how far sociologists would agree that men are far more likely to engage in criminal behaviour than women.</p>		
HOLIDAY	Revision Guide	CRIME AND DEVIANCE		<ul style="list-style-type: none"> <li>● Patterns of crime and deviance.</li> <li>● How does crime vary by gender, age, ethnicity, class, etc?</li> <li>● How are crime statistics collected?</li> <li>● Reliability of crime statistics.</li> </ul>	<ul style="list-style-type: none"> <li>● Summarise in 100 words how criminal activity varies with age.</li> <li>● List all the reasons why many people believe that the police are institutionally racist.</li> <li>● Explain why ethnic minority groups are over-represented in the UK prison system.</li> <li>● 'Official crime statistics are reliable' – argue against this statement.</li> </ul> <p>12 mark question: Discuss how far sociologists agree that middle-class crime is much higher than official statistics suggest.</p>	Theories	Discuss, Explain, Describe
21 April	Seneca	SOCIAL STRATIFICATION		<ul style="list-style-type: none"> <li>● Consensus view on social stratification.</li> <li>● Meritocracy and social mobility.</li> <li>● Functionalist view – role allocation (Davies and Moore); need for inequality as a motivator.</li> </ul> <p>New Right view – underclass and culture of poverty (Murray).</p>	<ul style="list-style-type: none"> <li>● Summarise social mobility in 50 words.</li> <li>● Create an acrostic of 'meritocracy'.</li> <li>● Explain what Davies and Moore mean by role allocation – try to give at least 3 different jobs as examples.</li> <li>● Write a speech that challenges Murray's concept of the culture of poverty.</li> </ul> <p>12 mark question: Discuss how far sociologists would agree that everyone has an equal opportunity to succeed in modern UK society.</p>	Social Stratification	Discuss, Explain, Describe

28 April	Revision Guide	<b>SOCIAL STRATIFICATION</b>		<ul style="list-style-type: none"> <li>● Conflict views on social stratification.</li> <li>● Marxist view of social stratification - false class consciousness; the myth of meritocracy.</li> <li>● Feminist view – patriarchy (Walby).</li> <li>● Weber – power and authority.</li> </ul>	<ul style="list-style-type: none"> <li>● Draw a cartoon to illustrate ‘false class consciousness’.</li> <li>● ‘Meritocracy is a myth’ – argue both sides of this statement.</li> <li>● Give 3 pieces of evidence to show that UK society is patriarchal.</li> <li>● Explain the different types of authority that exist today, giving examples of each type of leader.</li> </ul> <p>12 mark question: Discuss how far sociologists would agree that class inequality is a major issue in modern UK society.</p>	Key Studies	Discuss, Explain, Describe
5 <sup>th</sup> May	Revision guide	<b>SOCIAL STRATIFICATION</b>		<ul style="list-style-type: none"> <li>● Studies – Townsend’s Index of Deprivation and Devine’s Affluent Worker.</li> <li>● The extent of poverty.</li> <li>● Class inequality and life chances.</li> <li>● Gender inequality and life chances.</li> <li>● Age inequality and life chances.</li> <li>● Disability inequality and life chances.</li> <li>● Sexuality inequality and life chances.</li> </ul>	<ul style="list-style-type: none"> <li>● From memory list what was on Townsend’s Index of Deprivation.</li> <li>● Summarise Devine’s Affluent Worker study in 100 words.</li> <li>● Give 3 pieces of evidence that show that poverty is still a major issue in the UK today.</li> <li>● A3 mind map of all the inequality that these groups face, with developed strands for how it will affect their life chances.</li> <li>● 12 mark question: Discuss how far sociologists would agree that women have achieved equality in the workplace in the UK.</li> </ul>	Social Stratification	Discuss, Explain, Describe