

# Year 11 AP 1 – Sociology

## How to revise Science:

Memorise the facts

- Make flash cards
- Produce mind maps
- Write the information in a book

Practice answering questions

- Use online tests
- Use BBC bitesize multichoice tests at the end of units

## Paper 1

### Functions of families

Differing views of the functions of families.

- Parsons (pa functionalist perspective on primary socialisation and the stabilisation of adult personalities.

#### Students should be able to:

- identify, describe and explain the functions of families (sexual, reproductive, economic and educational)
- describe, compare and contrast a variety of sociological perspectives on the functions of families (functionalist, feminist and Marxist).

### Family forms

- How family forms differ in the UK and within a global context.
- The work of the Rapoport on family diversity.

Students should be able to identify, describe and explain various family forms (nuclear, extended, reconstituted, lone parent, single sex).

### Conjugal role relationships

- Different views of conjugal role relationships.
- The feminist perspective of Oakley on the idea of the conventional family.

Students should be able to:

- identify, describe and explain joint and segregated conjugal roles
- describe and explain the domestic division of labour in both traditional and contemporary families
- demonstrate their understanding of issues that impact on conjugal role relationships within the contemporary family including decision making, money management, dual career families, child rearing and leisure activities
- describe, compare and contrast a variety of sociological perspectives on conjugal role relationships (functionalist, feminist and Marxist).

### Changing relationships within families

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

Students should be able to:

### Education

#### Roles and functions of education

- 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.

identify, describe and explain the functions of education including serving the needs of the economy, facilitating social mobility and fostering social cohesion

- identify and describe a variety of different types of school including primary and secondary, state and private
- describe alternative forms of educational provision including home schooling and deschooling
- describe, compare and contrast a variety of sociological perspectives on these issues (functionalist, feminist and Marxist)
- describe the key ideas of Durkheim on education
- describe the key ideas of Parsons on education.

#### The relationship between education and capitalism

Different views of the correspondence principle on the relationship between education and capitalism as developed from a Marxist perspective by Bowles and Gintis.

describe the key ideas of Bowles and Gintis on education and capitalism

- describe, compare and contrast a variety of alternative sociological perspectives on the correspondence principle.

#### Educational achievement

Factors affecting educational achievement.

- The work of Halsey on class-based inequalities and Ball on parental choice and competition between schools.
- identify, describe and explain various factors affecting educational achievement including class, gender and ethnicity
- describe, compare and contrast a variety of sociological perspectives on these issues (functionalist, feminist and Marxist)
  - describe the key ideas of Halsey on class-based inequalities
  - describe the key ideas of Ball on

<ul style="list-style-type: none"> <li>• identify, describe and explain how relationships within families have changed over time (preindustrial, industrial and contemporary/modern)</li> <li>• identify, describe and explain contemporary family related issues, the quality of parenting, the relationships between teenagers and adults, care of the disabled/elderly and arranged marriage</li> <li>• describe, compare and contrast a variety of sociological perspectives on changing relationships within families (functionalist, feminist and Marxist)</li> <li>• describe the key ideas of Willmott and Young</li> </ul> <p><u>Criticisms of families</u></p> <p>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).</p> <ul style="list-style-type: none"> <li>• The work of Zaretsky on developments in families from a Marxist perspective and Delphy and Leonard's feminist critique of families.</li> </ul> <p><u>Students should be able to:</u></p> <ul style="list-style-type: none"> <li>• identify, describe and explain different criticisms of families</li> <li>• describe, compare and contrast a variety of sociological perspectives on these issues (functionalist, feminist and Marxist)</li> <li>• describe the key ideas of Zaretsky (page 46) on families</li> <li>• describe the key ideas of Delphy and Leonard (page 45) on families.</li> </ul> <p><u>Divorce</u></p> <p>Changes in the pattern of divorce in Britain since 1945 and the consequences of divorce for family members and structures.</p> <p><u>Students should be able to:</u></p> <ul style="list-style-type: none"> <li>• identify, describe and explain the pattern of divorce in Britain since 1945 using relevant statistical data</li> <li>• explain reasons for the rise in divorce since 1945 including: changes in the law, changes in social attitudes and values, secularisation, changes in the status of women in society</li> <li>• describe the consequences of divorce for family members (husband and wife, children and extended family) and the increase in the numbers of lone parent families</li> <li>• describe, compare and contrast a variety of sociological perspectives on these issues (functionalist, feminist and Marxist).</li> </ul>	<p>parental choice and competition between schools.</p> <p><u>Processes within schools</u></p> <p>Processes within schools affecting educational achievement.</p> <ul style="list-style-type: none"> <li>• The work of Ball on teacher expectations and Willis on the creation of counter school cultures.</li> </ul> <p>identify, describe and explain various processes within schools affecting educational achievement including, streaming, setting, mixed ability teaching, labelling and the self fulfilling prophecy</p> <ul style="list-style-type: none"> <li>• describe, compare and contrast a variety of sociological perspectives on these issues (interactionist, functionalist, feminist and Marxist)</li> <li>• describe the key ideas of Ball on teacher expectations</li> <li>• describe the key ideas of Willis on the creation of counter school cultures.</li> </ul> <p><b>14 Visit</b></p>
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