

Year 9 (Summer 1) Families

- **The Relationships Between Parents and Children:** Outline what is meant by the child-centred family and explain two reasons for child-centred families.
- Outline and explain what Stratified diffusion is.
- **Relationships with the Wider Family:** Outline how people's relationships with the wider family have changed based on Young and Wilmott's studies
- **Changes in Family Structures:** Outline one reason for an increase in reconstituted families and dual-worker families
- **The Trends in Lone-Parent Families:** outline two reasons for the increase in lone-parent families
- **Changes in Fertility:** Describe the changing patterns in fertility and 2 explanations for these changes
- **The Global Context of Marriage:** Explain using 2 examples how marriage is different in other countries, e.g., Caribbean
- **The Changing Patterns of Marriage:** Outline and explain two changes in marriage patterns, e.g. increase in people cohabiting before marriage
- **The Changing Patterns of Divorce:** Outline 2 explanations for the increase in divorce rates
- **The Consequences of Divorce:** Explain 2 effects of divorce on family members, e.g. stress
- **How Contemporary Social Issues Relate to the Family:** Outline the ways that issues such as caring for elderly people, relationships between teenagers and adults and the quality of parenting affect the family

Year 9 (Summer 2) Revision and consolidation and exam skills

- Outline and evaluate key research methods
- Apply research methods questions effectively to exam questions
- Outline and evaluate key theories in the family topic (see Expected standards sheet for families)
- Apply knowledge of the family topic questions effectively to exam questions

Minimum Expected Standards GCSE SOCIOLOGY

Year 9

Inside this booklet you will find a summary of all the knowledge and skills that the academy expects you to master in this subject by the end of the year.

These are the **minimum standards** that we set for all students. If you achieve this you should be on track to achieve at least a **grade 5/6 in your GCSE** in year 11.

During each half-term you will have regular **'learning checks'** to assess how well you are progressing against the expected standards. If you do not reach the expected standard in any of these checks you should be seeking help from your teacher, asking for study supports and using the materials on TGISpace to help you improve.

If you wish to push yourself further your teacher will also be sharing with you examples of how to go **beyond the expected standards**

**Tudor Grange Academy
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Year 9 (Autumn 1): Sociological Approach

- **Key Concepts:** Outline and explain using an example of each of the key concepts that sociologists use: ascribed status, achieved status, self-fulfilling prophecy, material deprivation, cultural deprivation and poverty, socialisation, primary socialisation, secondary socialisation, agent of socialisation, social control and identity.
- **Consensus vs. Conflict:** Outline and explain the difference between conflict and consensus theories using examples
- **Socialisation:** Define the meaning of the term socialisation and the difference between primary and secondary socialisation using examples
- **Introduction to Marxism:** identify that Karl Marx is the founding father of Marxism. Explain why Marxism is a conflict theory. Describe and evaluate the key ideas of Marxism e.g. society as divided by conflict between the two opposing classes, the ruling (bourgeoisie) and working (proletariat). Explain what the following key Marxist concepts mean: ruling class, working class, means of production, capitalism, alienation and false class consciousness. Identify and explain two strengths and two criticisms of Marxism.
- **Introduction to Functionalism:** Outline the key ideas of Emile Durkheim; social order, social structure and anomie. Describe what the following key Functionalist concepts mean: Explain why functionalism is a consensus theory. Identify and explain two strengths and two criticisms of functionalism.
- **Introduction to Weber:** identify that Max Weber is the founding father of what became the Interactionism perspective. Describe and evaluate the key ideas of Interactionism using examples such as, social construction and labelling theory. Identify and explain two strengths and two criticisms of Webers views on class and society.
- **Introduction to Feminism:** Describe using examples what patriarchy is. Outline the work of key feminist thinkers such as Anne Oakley. identify the difference between Liberal Feminists, Marxist Feminists and Radical Feminists. Identify and explain two strengths and two criticisms of each type of feminism.

Year 9 (Spring 2) Families

- **The Marxist View of the Family:** Outline general Marxist views on the family as a place of conflict
- **The Marxist View of the Family:** Outline Zaretsky's views of the family and give two criticisms of these
- **The Feminist View of the Family:** Outline how feminists see the family as patriarchal and a place of conflict. Give two criticisms of feminist views of the family.
- **Feminist views of the family:** Outline and explain what Radical feminist Delphy Leonard says about families and outline and evaluate Liberal Feminist Anne Oakley's view of the family.
- **Conjugal Roles:** Outline Elizabeth Botts' segregated conjugal roles and joint conjugal roles using one example of each
- **The Symmetrical Family:** Explain Wilmott and Young's 4 stages of the family.
- **Does the Symmetrical Family Exist:** Explain Anne Oakley's view of the symmetrical family as a myth and define 'double shift' for women and the changing role of the father in families
- **Power Distribution:** Outline two examples of power in families; e.g. domestic violence and decision making

Year 9 (Spring 1) Families

- **Family Types:** Outline the difference between a family and a household and the different types of family there are; nuclear, extended, reconstituted, lone-parent, same sex
- **Alternatives to Family:** Outline recent trends in the rise of one-person families and friends as family
- **Changing Family Types:** Outline and explain **the 5 types of family diversity the Rapoports research identified**
- **Reasons for family diversity:** Outline and explain 4 reasons for family diversity in the UK (Legal changes, secularisation, immigration, changing gender roles)
- **The Links Between Families, Households, Ethnicity and Social Class:** Outline 2 ways ways that these factors interact, for example how ethnicity may impact on family type
- **The Global Context of Families:** Give two examples of family diversity, e.g, Kibbutz/commune
- **The Functionalist View of Family:** Outline the key views of functionalism in relation to family, in particular Murdock's four functions of the family and two criticisms of his views
- **The Loss of Family Functions:** Outline Parsons' view of the loss of function in the nuclear family and give two criticisms of his view

Year 9 (Autumn 2) Research Methods

- **The Research Process:** Outline the process that sociologists follow when completing research
- **Theoretical Factors:** describe theoretical factors that affect sociological research, including positivism, interpretivist and the mixed-methods approach
- **Pilot Studies:** outline and explain how and why sociologists complete pilot studies using examples
- **Sampling Methods** Outline how sociologists select samples by describing and giving examples of; stratified sampling, snowball sampling, volunteer sampling, systematic
- **Collecting and Analysing Data:** Explain the difference between quantitative and qualitative data using an example of each and explain how sociologists analyse these
- **Evaluating Research:** Outline the factors that sociologists use to evaluate research; validity, reliability, representativeness, generalisability and ethical concerns
- **Social Surveys:** outline methods of using social surveys, including distribution and question types and name one strength and weakness
- **Interviews:** outline and explain structured and semi-structured interviews, group interviews and their give one strength and weakness of each
- **Longitudinal Studies:** Explain what a longitudinal study is and outline one advantage and limitation.
- **Observation:** Outline the different types of observation (participant, non-participant etc.) and give a strength and weakness of each
- **Official Statistics:** Define official statistics and give examples of official statistics. Be able to outline and explain one advantage and one disadvantage of using official statistics
- **Other Sources of Quantitative and Qualitative Data:** Outline and explain what personal documents, cases studies, diary entries are using an example of each. Explain one advantage and one disadvantage of each method.
- **The Links Between Sociology, Social Problems and Social Policies:** outline two examples of the ways that sociological research can be used to address social problems and to create social policies