

Curriculum Plan: Sociology of the Family and The Sociological Research Process

Department/subject: **Spring Sociology Year 10**

Our Vision: **We take opportunities and aspire to excellence**

Our Intent:

- All students will experience a curriculum richness, breadth and depth
- The curriculum equips every student with the knowledge and skills for the future in our local area and beyond
- The curriculum builds on prior knowledge and creates a ‘web of knowledge’
- Gaps in knowledge and skills are identified and addressed quickly

Year	Spring 1	Spring 2
<b>Knowledge to be taught</b>	<p><b><u>SOCIOLOGY OF THE FAMILY:</u></b></p> <ul style="list-style-type: none"> <li>• How have UK demographics changes since the end WWII?</li> <li>• How important are alternatives to the family?</li> <li>• Why are families increasingly diverse?</li> <li>• Rapoport and Chester’s different explanations of family diversity</li> <li>• Parsons – Warm Bath Theory, Expressive and Instrumental Roles</li> <li>• Young and Willmott – The Symmetrical Family &amp; Stratified diffusion</li> <li>• How has functionalist thinking evolved?</li> <li>• Zaretsky and the Family as a Unit of Consumption – Marxist view</li> <li>• How does the family reproduce class inequality?</li> <li>• Is marriage a patriarchal reality for all, some, few or no women?</li> <li>• Domestic Violence and the Dark Side of Family life</li> <li>• Limitations of feminist studies (Oakley, Delphy &amp; Leonard)</li> <li>• Has there been a March of Progress in family life?</li> </ul>	<p><b><u>Spring 2</u></b></p> <ul style="list-style-type: none"> <li>• How does family life vary in different social class groups? How does family life vary in different ethnic groups?</li> <li>• How do the New Right view Parenting in the “underclass”?</li> <li>• Why is divorce rising?</li> <li>• Functionalist, New Right, Marxist &amp; Feminist perspectives on divorce</li> <li>• Is marriage in the UK still relevant?</li> <li>• Is the nuclear family in the UK still important?</li> <li>• Is the family the most important agent of socialisation?</li> </ul> <p><b><u>THE SOCIOLOGICAL RESEARCH PROCESS AND METHODS:</u></b></p> <ul style="list-style-type: none"> <li>• Primary, secondary, qualitative and quantitative research</li> <li>• Why do sociologists follow a process in research?</li> <li>• What theoretical, practical and ethical problems do sociologists face?</li> <li>• What are the strengths &amp; limitations of different research methods?</li> <li>• How to answer the ‘strengths and limitations’ and ‘ethical problems’ research method questions</li> <li>• How to answer the ‘how would you research’ questions</li> </ul>

<p><b>Key Words</b></p>	<ul style="list-style-type: none"> <li>Demographics</li> <li>Organisational, cultural, life cycle &amp; life course diversity</li> <li>Neo-conventional family</li> <li>Warm Bath Theory</li> <li>Expressive &amp; instrumental</li> <li>Symmetrical family Stratified diffusion</li> </ul>	<ul style="list-style-type: none"> <li>Unit of Consumption</li> <li>Reproduction of class inequality</li> <li>Joint &amp; segregated conjugal roles</li> <li>Dual Burden</li> <li>Triple shift</li> </ul>	<ul style="list-style-type: none"> <li>Primary &amp; secondary data</li> <li>Qualitative &amp; quantitative</li> <li>Hypothesis &amp; pilot study</li> <li>Analysis &amp; evaluation</li> <li>Generalisability, sample size &amp; Representativeness</li> <li>Practical issues</li> <li>Reliability &amp; validity</li> </ul>	<ul style="list-style-type: none"> <li>Official Statistics, unstructured and structured interviews, questionnaires &amp; observations</li> <li>Ethical issues (confidentiality, consent and considering psychological harm)</li> </ul>
<p><b>Links to prior knowledge</b></p>	<p><b>From autumn term year 10:</b></p> <ul style="list-style-type: none"> <li>New Right, Functionalism, Marxism, Feminism – Knowledge on perspectives is revisited, deepened and applied to the study of the Family, students are also introduced to 6 of the 25 key studies from the specification. This builds directly from their knowledge of perspectives.</li> <li>March of Progress – Knowledge of the MoP v. LoP ‘Big Debate’ is deepened to include the Functionalist perspective of the Family</li> <li>Primary socialisation &amp; Norms, Values &amp; Culture – Knowledge is deepened in relation to the functions of family life (perspectives)</li> <li>Social structures – class, gender &amp; ethnicity this term studied in relation to family diversity</li> <li>Consensus v. Conflict ‘Big Debate’ is revisited in relation to Perspective on the Family</li> <li>Knowledge of how to construct 12 marker mini essays (agree and disagree paragraphs) is built upon to include how to write a strong conclusion</li> </ul>			
<p><b>How knowledge is assessed</b></p>	<p><b>Assessment 1</b> – Unseen short answer exam questions that test understanding of the Functionalist and Feminist perspectives on the family</p>	<p><b>Assessment 2</b> – Unseen short answer exam questions on all family content <b>and</b> seen in advance 12 Mark questions on the Family topic</p> <p><b>Assessment 3</b> – Family – Methods in Context Questions. Unseen although students will have practiced very similar questions in the preceding lessons.</p>		
<p><b>How gaps will be addressed</b></p>	<ul style="list-style-type: none"> <li>Hands down questioning used to assess students’ understanding and address misconceptions</li> <li>Verbal feedback and support given by teachers throughout lessons</li> <li>Paired discussion allows students to work together to develop their understanding &amp; support speed to retrieval practice</li> <li>Careful tracking of homework. Homework allows for consolidation of key words, retrieval practice and interleaving</li> <li>Time allocated for recapping and consolidating knowledge</li> <li>Specific skills lessons (construction of 12 mark answers)</li> <li>Skills needed for short answer questions are taught, modelled, practiced and refined.</li> </ul>			



<b>Cultural Capital</b>	Has secularisation eroded the importance of marriage as a social institution? What values are transmitted most strongly in the modern family? What does the future of family life in the UK look like? Is validity in sociological research more important than generalisability? How much of a barrier do practical and ethical issues pose for sociologists trying to uncover the hidden truth?
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