

Sociology – Year 12

Autumn Term		
What we are studying	What questions can you ask to support your child and stretch their thinking?	What do I do if my child was absent, or I want them to do extra work?
<p><u>Half Term 1</u></p> <p>Families and households</p> <p>In this unit, students learn about the structure of the family and changes in the family over time. This topic involves the investigation of the family unit, structure, demographics, sociology of personal life and child rearing.</p>	<ol style="list-style-type: none"> 1. According to Young and Willmott, which couples are most likely to be symmetrical? 2. Why do feminists reject the ‘march of progress’ view? 3. What did Boulton find in relation to men’s involvement in childcare? 4. What three activities make up the ‘triple shift’? 5. Give the two main reasons why official statistics understate the true extent of domestic violence. 6. Give two ways in which children were seen to be the same as adults in the Middle Ages. 7. How are children seen by the ‘new sociology of childhood’? 8. What two essential or ‘irreducible’ functions does Parsons suggest that the nuclear family now performs? 	<p>Your child can complete online based work on Seneca.</p> 
<p>Education</p> <p>In this topic, students will examine the role and function of the education system, including how it relates to the economy; why some social groups perform differently in education (considering social class, gender and ethnicity); relationships and processes within schools</p>	<ol style="list-style-type: none"> 1. According to cultural deprivation theorists, why do many working-class children underachieve in education? 2. Explain what Gillborn and Youdell mean by the A-to-C economy. 3. Why does the school’s habitus disadvantage working-class pupils? 	

including pupil identities, the hidden curriculum and the way teaching and learning is organised; a range of government policy on education, especially relating to selection, privatisation, marketisation and equal opportunities; and also the impact of globalisation on education policy. Education is assessed alongside Theory and Methods.

4. According to Archer, how do working-class pupils view education?
5. Why do some working-class pupils need to create a 'Nike' identity?
6. According to Evans, which universities are working-class pupils more likely to go to?
7. What evidence is there that ethnicity may sometimes be more important than class in pupils' achievement?
8. How does Sewell criticise Gillborn's view?