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### 3.3 Families: 3.3.1 Functions of families

3.3.1a I can identify, describe and explain the functions of families (sexual, reproductive, economic and educational).			
3.3.1b I can describe, compare and contrast a variety of sociological perspectives on the functions of families (functionalist, feminist and Marxist).			
3.3.1c I can describe the key ideas of Talcott Parsons			
3.3.1d I can describe the key ideas of Oakley			

### 3.3 Families: 3.3.2 Family forms

3.3.2a I can identify, describe and explain various family forms (nuclear, extended, reconstituted, lone parent, single sex).			
3.3.2b I can describe the key ideas of the Rapaports			

### 3.3 Families: 3.3.3 Conjugal role relationships

3.3.3a I can identify, describe and explain joint and segregated conjugal roles.			
3.3.3b I can describe and explain the domestic division of labour in both traditional and contemporary families.			
3.3.3c I can 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.			
3.3.3d I can describe, compare and contrast a variety of sociological perspectives on conjugal role relationships (functionalist, feminist and Marxist).			

### 3.3 Families: 3.3.4 Changing relationships within families

3.3.4a I can identify, describe and explain how relationships within families have changed over time (preindustrial, industrial and contemporary/modern including stratified diffusion)			
3.3.4b I can 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.			
3.3.4c I can describe, compare and contrast a variety of sociological perspectives on changing relationships within families (functionalist, feminist and Marxist). "			
3.3.4d I can describe the key ideas of Willmott and Young (the principle of stratified diffusion).			

### 3.3 Families: 3.3.5 Criticisms of families

3.3.5a I can identify, describe and explain different criticisms of families.			
3.3.5b I can describe, compare and contrast a variety of sociological perspectives on these issues (functionalist, feminist and Marxist).			
3.3.5c I can describe the key ideas of Zaretsky on families			
3.3.5d I can describe the key ideas of Delphy and Leonard on families.			

### 3.3 Families: 3.3.6 Divorce

3.3.6a I can identify, describe and explain the pattern of divorce in Britain since 1945 using relevant statistical data			
3.3.6b I can 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.			
3.3.6c I can 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.			
3.3.6d I can describe, compare and contrast a variety of sociological perspectives on these issues (functionalist, feminist and Marxist).			

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### 3.4 Education: 3.4.1 Roles and functions of education

3.4.1a I can identify, describe and explain the functions of education including serving the needs of the economy, facilitating social mobility and fostering social cohesion.			
3.4.1b I can identify and describe a variety of different types of school including primary and secondary, state and private.			
3.4.1c I can describe alternative forms of educational provision including home schooling and de-schooling.			
3.4.1d I can describe a variety of sociological perspectives on these issues (functionalist, feminist and Marxist).			

3.4.1e I can compare and contrast a variety of Sociological Perspectives on these issues			
3.4.1f I can describe the key ideas of Durkheim on education.			
3.4.1g I can describe the key ideas of Parsons on education.			

**3.4 Education: 3.4.2 The relationship between education and capitalism**

3.4.2a I can describe the correspondence principle and the relationship between education)			
3.4.2b I can describe the key ideas of Bowles and Gintis			
3.4.2c I can describe a variety of sociological perspectives on capitalism and Education			
3.4.2d I can compare and contrast a variety of alternative sociological perspectives on the correspondence principle.			

**3.4 Education: 3.4.3 Educational achievement**

3.4.3a I can identify, describe and explain various factors affecting educational achievement including class, gender and ethnicity.			
3.4.3b I can describe a variety of sociological perspectives on these issues (functionalist, feminist and Marxist).			
3.4.3c I can compare and contrast a variety of alternative sociological perspectives on differential achievement			
3.4.3d I can describe the key ideas of Halsey on class-based inequalities.			
3.4.3e I can describe the key ideas of Ball on parental choice and competition between schools.			

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**3.4 Education: 3.4.4 Processes within schools**

3.4.4a I can identify, describe and explain various processes within schools affecting educational achievement including, streaming, setting, mixed ability teaching, labelling and the self-fulfilling prophecy.			
3.4.4b I can describe a variety of sociological perspectives on these issues (interactionist, functionalist, feminist and Marxist).			
3.4.4c I can compare and contrast a variety of alternative sociological perspectives on these issues			
3.4.4d I can describe the key ideas of Ball on teacher expectations.			
3.4.4e I can describe the key ideas of Willis on the creation of counter school cultures.			

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**3.5 Crime and deviance: 3.5.1 The social construction of crime and deviance**

3.5.1a I can identify, describe and explain various sociological explanations of crime and deviance including anomie, labelling, structural theories, subcultural theories and interactionist theory.			
3.5.1b I can explain the social construction of concepts of crime and deviance.			
3.5.1c I can describe a variety of sociological perspectives on the social construction of crime and deviance (interactionist, functionalist, feminist and Marxist).			
3.5.1d I can compare and contrast these sociological perspectives			
3.5.1e I can describe the key ideas of Merton on the causes of crime.			
3.5.1f I can describe the key ideas of Becker on the causes of crime.			

**3.5 Crime and deviance: 3.5.2 Social control**

3.5.2a I can identify, describe and explain formal and informal methods of social control including unwritten rules and sanctions.			
"3.5.2b I can describe a variety of sociological perspectives on social control (interactionist, functionalist, feminist and Marxist). "			
3.5.2c I can compare, contrast and evaluate these sociological perspectives on social control			
3.5.2d I can describe the key ideas of Heidensohn on female conformity.			

**3.5 Crime and deviance: 3.5.3 Criminal and deviant behaviour**

3.5.3a I can identify, describe and explain factors affecting criminal and deviant behaviour including social class, gender, ethnicity and age.			
3.5.3b I can identify and describe various public debates over criminal and deviant behaviour including concerns over violent crime, sentencing, the treatment of young offenders, the prison system and media coverage of crime.			



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### 3.6 Social stratification: 3.6.2 Socio-economic class

3.6.2a I can identify, describe and explain socio-economic class divisions in society.			
3.6.2b I can describe a variety of sociological perspectives on socio-economic class (functionalist, feminist and Marxist).			
3.6.2c I can describe the key ideas of Marx on socio-economic class.			
3.6.2d I can describe the key ideas of Weber on socio-economic class.			
3.6.2e I can compare and contrast these sociological perspectives on social class to evaluate them			

### 3.6 Social stratification: 3.6.3 Life chances

3.6.3a I can identify, describe and explain factors affecting life chances including social class, gender, race and ethnicity, sexuality, age, disability, religion and belief.			
3.6.3b I can describe a variety of sociological perspectives on life chances (functionalist, feminist and Marxist).			
3.6.3c I can compare and contrast different sociological perspectives on life chances			
3.6.3d I can describe the key ideas of Devine on the idea of the affluent worker.			

### 3.6 Social stratification: 3.6.4 Poverty as a social issue

3.6.4a I can identify, describe and explain different interpretations of poverty as a social issue including, the culture of poverty, material deprivation, the way in which governments have attempted to alleviate poverty and unemployment, the impact of globalisation.			
3.6.4b I can describe a variety of sociological perspectives on poverty (functionalist, feminist and Marxist).			
3.6.4c I can compare and contrast different sociological perspectives on poverty to evaluate them			
3.6.4d I can describe the key ideas of Townsend on relative deprivation.			

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3.6.4e I can describe the key ideas of Murray on the underclass including links to New Right theories.			
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### 3.6 Social stratification: 3.6.5 Power and authority

3.6.5a I can identify, describe and explain different forms of power and authority including traditional, charismatic, rational-legal, formal and informal sources of power.			
3.6.5b I can describe a variety of sociological perspectives on power and authority (functionalist, feminist and Marxist).			
3.6.5c I can compare and contrast alternative perspectives on power and authority.			
3.6.5d I can describe the key ideas of Weber on power and authority.			

### 3.6 Social stratification: 3.6.6 Power relationships

3.6.6a I can identify, describe and explain different factors affecting power relationships including social class, gender, sexuality, race, age, disability, religion and beliefs.			
3.6.6b I can describe a variety of sociological perspectives on power relationships (functionalist, feminist and Marxist).			
3.6.6c I can compare and contrast these to evaluate the sociological perspectives on power relationships			
3.6.6d I can describe the key ideas of Walby on patriarchy.			

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### 3.7 Sociological research methods: 3.7.1 Research design

3.7.1a I can describe and explain the processes involved in research design: the establishment of appropriate aims and relevant hypotheses, the use of pilot studies, the selection of appropriate sampling methods and the analysis of data.			
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**3.7 Sociological research methods: 3.7.2 Qualitative and quantitative methods**

3.7.2a I can describe and explain qualitative and quantitative methods (questionnaires, interviews, observations) and assess the value, application, and strengths and weaknesses of different methods.			
3.7.2b I can assess the usefulness of the mixed methods approach.			

**3.7 Sociological research methods: 3.7.3 Different types of data**

3.7.3a I can assess the usefulness of different types of data, qualitative and quantitative data, and official and nonofficial statistics.			
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**3.7 Sociological research methods: 3.7.4 Primary and secondary sources**

3.7.4a I can describe and explain primary and secondary sources of data.			
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**3.7 Sociological research methods: 3.7.5 Interpretation of data**

3.7.5a I can demonstrate the ability to interpret graphs, diagrams, charts and tables to discern patterns and trends in statistical data.			
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**3.7 Sociological research methods: 3.7.6 Practical issues**

3.7.6a I can identify practical issues relating to research methods including time, cost and access.			
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**3.7 Sociological research methods: 3.7.7 Ethical issues**

3.7.7a I can identify ethical issues such as consent, confidentiality and harm to participants and I can understand how these issues can be addressed.			
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