

Families

Topic	Complete?
I can define the family.	
I can define different family types, including nuclear family, classic extended family, horizontal extended family, modified extended family reconstituted family, lone-parent family, same sex family and beanpole family.	
I can explain the difference between a family and a household.	
I can summarise Rapoport and Rapoport's five types of family diversity.	
I can explain at least three social changes that have led to increased family diversity in Britain.	
I can assess which social changes have had the biggest impact on social diversity.	
I can describe a commune.	
I can describe a kibbutz.	
I can describe Murdock's view of the family.	
I can explain the four functions of the family according to Murdock.	
I can describe Parsons' view of the family.	
I can describe Parsons' two basic and irreducible functions.	
I can explain at least two criticisms of functionalist views.	
I can describe the Marxist view of the family.	
I can explain Zaretsky's view of the family.	
I can define the term 'public sphere', 'private sphere' and 'unit of consumption'.	
I can explain at least two criticisms of Marxist views.	
I can explain feminist views of the family.	
I can define the term 'patriarchy'.	
I can explain Delphy and Leonard's view of the family.	
I can explain at least two criticisms of feminist views.	
I can explain similarities and differences between functionalist, Marxist and feminist views.	
I can explain the difference between joint and segregated conjugal roles.	
I can explain the difference between joint and segregated conjugal relationships.	
I can explain Bott's view of the family.	
I can explain how a functionalist, Marxist and feminist would view joint and segregated conjugal roles.	
I can describe the symmetrical family.	
I can explain Young and Wilmott's view of the family.	
I can explain why the symmetrical family is becoming more common.	
I can assess the view that the symmetrical family is a myth.	
I can describe the conventional family.	
I can explain Oakley's view of the family.	
I can explain problems with the conventional family.	

I can assess the view that conventional families are becoming less common in Britain today.	
I can define arranged marriage	
I can explain functionalist approach on monogamy	
I can explain feminist approach on polygyny.	
I can explain why marriage is declining	
I can assess the view that the wider family is becoming less important in Britain today.	
I can explain how parent-child relationships have changed from the 19 th century to the 21 st century.	
I can define the terms 'divorce rate' and 'marriage rate'.	
I can state the current marriage and divorce rate in England and Wales.	
I can describe the trend in divorce since 1945.	
I can describe the trend in marriage since 1945.	
I can define the term 'cohabitation'.	
I can explain why some people may choose to cohabit instead of getting married.	
I can explain at least three reasons why more people are choosing to get divorced.	
I can explain at least three reasons why fewer people are choosing to get married.	
I can explain at least three reasons why people are choosing to get married later in life.	
I can explain at least two positive outcomes of divorce.	
I can explain at least two negative consequences of divorce.	
I can explain functionalist, Marxist and feminist views of the traditional nuclear family.	
I can explain functionalist, Marxist and feminist views of the traditional nuclear family.	
I can explain functionalist, Marxist and feminist views of the extended family.	
I can explain functionalist, Marxist and feminist views of the symmetrical family.	
I can explain functionalist, Marxist and feminist views of dual worker families.	
I can explain functionalist, Marxist and feminist views of divorce.	

Education

Topic	Complete?
I can summarise Durkheim's view that the education system fosters social cohesion.	
I can summarise Parsons view that the education system teaches meritocratic principles.	
I can explain how the education system serves the needs of the economy.	
I can explain how the education system facilitates social mobility.	
I can identify at least three criticisms of the Marxist view of the education system.	
I can define the terms 'state school', 'independent school', 'public school' and 'grammar school'.	
I can explain the strengths and weaknesses of each type of school.	
I can describe the differences between pre-school, primary school, secondary school, further education and higher education.	
I can identify similarities between state and private schools.	
I can identify differences between state and private schools.	
I can explain how attending private school can lead to higher educational achievement.	
I can summarise Bowles and Gintis' concept of the correspondence principle.	
I can explain the Marxist view of the link between the education and the workplace.	
I can identify at least three criticisms of the Marxist view of the education system.	
I can explain similarities and differences between functionalist and Marxist views.	
I can describe what is meant by home-schooling.	
I can describe what is meant by deschooling.	
I can explain advantages and disadvantages of alternative educational provision.	
I can outline statistics highlighting gender differences in educational achievement.	
I can explain what internal and external factors are.	
I can explain external reasons for gender differences in educational achievement.	
I can explain internal reasons for gender differences in educational achievement.	
I can explain the findings of feminist research into gender differences in educational achievement.	
I can assess whether external or internal factors are more important when explaining gender differences in education.	
I can outline statistics highlighting gender differences in subject choices.	
I can give reasons for why girls and boys choose different subjects at GCSE and A Level.	
I can use research to support my reasons for why girls and boys choose different subjects at GCSE and A Level.	
I can outline statistics highlighting social class differences in educational achievement.	
I can explain how schools measure social class.	
I can analyse data looking at social class inequalities in education.	

I can summarise Halsey, Heath and Ridge's research into social class differences in education.	
I can explain external reasons for social class differences in educational achievement.	
I can use research to support my external explanations for social class differences in educational achievement.	
I can explain internal reasons for social class differences in educational achievement.	
I can summarise Ball's research into the effects of banding on the achievement of working class pupils.	
I can summarise Willis' research into anti-school subcultures.	
I can explain how streaming, setting and mixed ability teaching could influence educational achievement.	
I can explain how labelling and the self-fulfilling prophecy could influence educational achievement.	
I can assess whether external or internal factors are more important when explaining social class differences in education.	
I can identify educational policies which have aimed to reduce social class inequalities within the education system.	
I can explain how some policies have reduced social class inequalities within the education system.	
I can explain how some policies have increased social class inequalities within the education system.	
I can assess whether policies have, overall, increased or reduced social class inequalities within the education system.	
I can define the concept 'marketisation'.	
I can outline the features of marketisation.	
I can explain positive and negative outcomes of marketisation.	
I can summarise Ball, Bowe and Gerwitz's research into the impact of parental choice and competition on the education system.	
I can assess whether marketisation has, overall, improved the quality of education in the UK.	
I can outline statistics highlighting ethnic differences in educational achievement.	
I can explain external reasons for ethnic differences in educational achievement.	
I can explain internal reasons for ethnic differences in educational achievement.	
I can use research to support my explanations for ethnic differences in educational achievement.	
I can assess whether external or internal factors are more important when explaining ethnic differences in education.	

Research Methods

Topic	Complete?
I can define the term "social survey".	
I can explain the difference between open and closed questions.	
I can design a questionnaire, using open and closed questions.	
I can define the term "quantitative data".	
I can produce statistics from a data set.	
I can define the term "practicality".	
I can define the term "ethics".	
I can define the term "reliability".	
I can define the term "validity".	
I can define the term "generalisability".	
I can explain strengths and weaknesses of social surveys.	
I can link by strengths and weaknesses to PERVG concepts.	
I can describe the main features of participant observation.	
I can describe the main features of non-participant observation.	
I can explain which type of observation would be most appropriate in a range of different situations.	
I can explain strengths and weaknesses of observational methods.	
I can describe the 2 main types of in-depth interview, structured, semi-structured and unstructured.	
I can explain how interviewer effects can be a problem with interviewing.	
I can explain the problems caused by social desirability bias.	
I can explain strengths and weaknesses of in-depth interviews.	
I can explain the difference between primary and secondary data.	
I can describe what is meant by official statistics.	
I can explain why official statistics are a form of secondary data.	
I can analyse a graph to draw conclusions.	
I can explain strengths and weaknesses of official statistics.	
I can explain what is meant by "consent", "deception", "confidentiality", "debrief", "withdrawal" and "protection from harm".	
I can explain why gaining consent can be difficult.	
I can describe scenarios where deception might be necessary.	
I can explain ways to overcome ethical issues.	
I can describe the concepts "target population", "sampling frame" and "sample".	
I can explain how to conduct a random, opportunity, snowball and systematic sample.	
I can explain strengths and weaknesses of each sampling method.	
I can explain why sampling method would be appropriate in different scenarios.	

Crime and Deviance

Topic	Complete?
I can define the term "crime".	
I can define the term "deviance".	
I can give examples of crime.	
I can give examples of deviance.	
I can explain the difference between formal and informal deviance.	
I can define the term "socially constructed".	
I can explain how crime and deviance is socially constructed.	
I can explain how crime and deviance differ across situations, cultures and historical time periods.	
I can assess the view that crime is a social construct.	
I can explain the functionalist view of crime.	
I can define the term "strain".	
I can define the term "innovation".	
I can explain Merton's explanation of why people commit crime.	
I can give criticisms of Merton's strain theory.	
I can explain the process of a self-fulfilling prophecy.	
I can give an example of the self-fulfilling prophecy in relation to crime.	
I can define the term "master status".	
I can explain why someone might begin a deviant career.	
I can give criticisms of Becker's labelling theory.	
I can define the term "social control".	
I can explain the difference between formal and informal social control.	
I can explain Marxist views of social control.	
I can give criticisms of Marxist views on social control.	
I can explain Heidensohn's control theory.	
I can use examples to support Heidensohn's control theory.	
I can give criticisms of Heidensohn's control theory.	
I can use statistics to show a link between crime and age.	
I can use statistics to show a link between crime and social class.	
I can use statistics to show a link between crime and ethnicity.	
I can use statistics to show a link between crime and gender.	
I can give reasons why men commit more crime than women.	
I can explain gender differences in criminal behaviour using strain theory.	
I can explain gender differences in criminal behaviour using labelling theory.	
I can explain gender differences in criminal behaviour using control theory.	
I can explain gender differences in criminal behaviour using differential association theory.	
I can assess the view that women commit more crime than men.	

I can give reasons why women are becoming increasingly more involved in crime.	
I can outline Carlen's research.	
I can explain the term "gender deal".	
I can explain the term "class deal".	
I can explain the term "overrepresented" in relation to crime statistics.	
I can give reasons why certain ethnic groups are over/underrepresented in crime statistics.	
I can assess the validity of explanations for over/underrepresentation in crime statistics.	
I can explain the term "institutional racism".	
I can make links between ethnicity and social class.	
I can explain ethnic differences in criminal behaviour using strain theory.	
I can explain ethnic differences in criminal behaviour using labelling theory.	
I can explain ethnic differences in criminal behaviour using differential association theory.	
I can explain age differences in criminal behaviour using strain theory.	
I can explain age differences in criminal behaviour using labelling theory.	
I can explain age differences in criminal behaviour using differential association theory.	
I can explain age differences in criminal behaviour in terms of levels of responsibility.	
I can explain Albert Cohen's research (subcultural theory).	
I can define the term "status frustration".	
I can explain social differences in criminal behaviour using strain theory.	
I can explain social class differences in criminal behaviour using labelling theory.	
I can explain social differences in criminal behaviour using subcultural theory.	
I can explain age differences in criminal behaviour using dependency theory.	
I can define the term "white collar crime".	
I can define the term "corporate crime".	
I can give examples of white collar and corporate crime.	
I can explain why white collar and corporate crime is less likely to be identified and prosecuted.	
I can explain functionalist views on relationship between crime and the media.	
I can explain Marxist views on relationship between crime and the media.	
I can explain interactionist views on relationship between crime and the media.	
I can explain the role of gatekeepers in deciding which stories are newsworthy.	
I can explain how the media creates moral panics.	
I can define the term "folk devil".	
I can explain Stan Cohen's research into moral panics.	
I can identify the four main types of sentence in the UK.	
I can describe what a prison sentence involves.	
I can describe what a community sentence involves.	
I can describe what a discharge sentence involves.	

I can describe what a fine involves.	
I can explain criticisms of the UK prison service.	
I can explain what a victim survey is.	
I can explain self-report studies are in relation to crime.	
I can explain what official statistics are in relation to crime.	
I can explain why crime statistics are socially constructed.	
I can explain a strength and weakness of victim surveys.	
I can explain a strength and weakness of self-report studies.	
I can explain a strength and weakness of official statistics.	
I can explain why the National Crime Survey of England and Wales is a victim survey.	