

	Education	Families	Research Methods
Year 12	<ul style="list-style-type: none"> • Functionalist view of Education • New Right view of Education • Marxist view of Education • Feminist view of Education • Postmodern view of Education • Class and education • Pupil class identities and the school • Ethnic differences in education • Gender and education achievement • Identities, class and girl's achievement • Why do boys underachieve compared to girls • Gender and subject choice • Sexual identities • Educational policy in Britain – Tripartite system • Educational policy in Britain – Comprehensive system • Educational policy in Britain – Marketisation • Educational policy in Britain – Conservative government • Privatisation of Education • Globalisation and education 	<ul style="list-style-type: none"> • The functionalist perspective on the family • The Marxist perspective on the family • Feminist perspectives on the family • Personal life perspectives on the family • Comparative view of family policy • Divorce • Partnerships • Parents and Children • Ethnic differences in family patterns • Modernism and the nuclear family • Postmodernism and the nuclear family • The domestic division of labour • Are couple become more equal • Resources and decision making in households • Domestic violence • Childhood as a social construct • The future of Childhood • Has the position of children improved • Births • Deaths 	<ul style="list-style-type: none"> • Choosing a research method • PET factors influencing choice of methods • Process of research • Sampling • Experiments • Questionnaires • Interviews • Observation • Official Statistics • Documents • Introduction to Methods in context

		<ul style="list-style-type: none"> • The ageing population • Migration 	
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	Theories and Methods		
Year 12 +13	<ul style="list-style-type: none"> • Functionalism • Marxism • Neo Marxism • Feminism • Max Weber: Social Action Theory • Symbolic Interactionism • Phenomenology • Ethnomethodology • Structure and action • Modernity and globalisation • Theories of late modernity • Marxist theories of postmodernity 		

	Crime and Deviance	Beliefs in Society	
Year 13	<ul style="list-style-type: none"> • Introduction • Durkheim's functionalist theory • Merton's strain theory • Subcultural strain theories • The social construction of crime • The effects of labelling • Mental illness and suicide: The sociology of deviance 	<ul style="list-style-type: none"> • Introduction to beliefs in society: What is religion • Functionalist theories of religion • Marxist theories of religion • Feminist theories of religion • Religion as a force for change • Religion and social protest • Marxism, religion and change • Secularisation in Britain 	

	<ul style="list-style-type: none"> • Explaining class differences in crime • Marxism, class and crime • Neo-Marxism: Critical criminology • Crimes of the powerful • Right realism • Left realism • Gender, crime and justice • Explaining female crime • Why do men commit crime • Ethnicity and criminalisation • Explaining the differences in offending • Ethnicity and victimisation • Media representations of crime • The media as a cause of crime • Moral panics • Crime and globalisation • Green crime • State crimes • Crime prevention and control • Surveillance • Punishment • Victims of crime 	<ul style="list-style-type: none"> • Explanations of secularisation • Secularisation in America • New forms of religion • Religious market theory • Religious fundamentalism • Types of religious organisations • Explaining the growth of religious movements • Gender and religiosity • Ethnicity and religiosity • Age and religiosity • Science as a belief system • Ideology • Sociology as a science debate • Karl Popper: How science grows • Thomas Kuhn: Scientific paradigms • Realism, science and sociology • Objectivity in sociology • Value, freedom and commitment • Value commitment • The influence of sociology on policy • Perspectives on social policy and sociology 	
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