

**DAWOOD PUBLIC SCHOOL**  
**Course Outline for 2011-2012**  
**Subject Sociology**  
**Class X**

**BOOKS:**

Sociology for GCSE  
Pauline Wilson and Allan Kidd

Syllabus Aims and Assessment:

**Aims:**

The aims of this syllabus are mentioned below the aims are to:

- Motivate candidates to understand the core subject matter of sociology
- Provide understanding of importance and need of sociological understanding of human societies
- Promote students, understanding of structure of society
- Promote students to understand the process and reasons for social change
- Provide knowledge about sociological research method, theories and research findings
- Promote students to understand the social and cultural differences of different societies
- Provide understanding about the different building blocks of society
- Develop students to understand the process of collection and analysis and interpretation of data
- Encourage a critical awareness of social, economic and political processes and their effects
- Develop the capacity for the critical evaluation of different forms of information and evidence
- Promote students to ponder over the problems of societies and enhance their interest in solving these problems by using scientific methods of investigating societies

**ASSESSMENT OBJECTIVES**

An assessment objective is an intended area of competence within the subject. Three are identified for the purposes of this syllabus.

**Knowledge and Understanding**

Candidates should be able to:

- Offer definitions and explanations of relevant sociological terms and concepts;
- Demonstrate appropriate knowledge of relevant principles, theories and methods;
- demonstrate awareness of relevant sociological arguments, debates and issues;
- discuss the theoretical and practical considerations influencing the design and execution of sociological enquiry;
- outline the findings from relevant sociological studies and research data.

**Interpretation and Application**

Candidates should be able to:

- Interpret sociological material presented in a variety of form, including qualitative and quantitative data;
- Recognize the special character of sociological knowledge and distinguish it from the knowledge and understanding produced by other academic subjects such as biology and psychology;
- Identify and explore the links between relevant sociological concepts, theories, and research findings;
- Select and use sociological material appropriately to analyze relevant arguments and debates;
- Apply concepts, theories and evidence to support arguments and concisions.

**Analysis and Evaluation**

Candidates should be able to:

- 1 evaluate the strengths and limitations of particular sociological theories and methods;
- 2 analyze and assess sociological and non-sociological evidence and arguments;
- 3 reach conclusions based on a reasoned consideration of available evidence and arguments;

**Monthly Syllabus:**

<ul style="list-style-type: none"> <li>☐ August</li> </ul>	<ul style="list-style-type: none"> <li>☐ The Family</li> <li>☐ Self-test Questions</li> </ul>
<ul style="list-style-type: none"> <li>☐ Aug</li> <li>☐ September</li> </ul>	<ul style="list-style-type: none"> <li>☐ Education</li> <li>☐ Self test questions</li> </ul>
<ul style="list-style-type: none"> <li>☐ October</li> </ul>	<ul style="list-style-type: none"> <li>☐ Social Control</li> <li>☐ Crime and deviance</li> <li>☐ Self – Test question</li> </ul>
<ul style="list-style-type: none"> <li>☐ November</li> </ul>	<ul style="list-style-type: none"> <li>☐ Revision for mid term exams</li> </ul>
<ul style="list-style-type: none"> <li>☐ December</li> </ul>	<ul style="list-style-type: none"> <li>☐ MID TERM EXAM</li> </ul>
<ul style="list-style-type: none"> <li>☐ January</li> </ul>	<ul style="list-style-type: none"> <li>☐ Power and Authority</li> <li>☐ Self-test Questions</li> </ul>
<ul style="list-style-type: none"> <li>☐ February</li> <li>☐ March</li> </ul>	<ul style="list-style-type: none"> <li>☐ Media</li> <li>☐Self-test Questions</li> </ul>
<ul style="list-style-type: none"> <li>☐ April</li> <li>☐ May</li> </ul>	<ul style="list-style-type: none"> <li>☐ Revision for Final Exams</li> <li>☐ FINAL EXAMS</li> </ul>

### Syllabus Content

Theme or Topic	Subject Content
<b>The Family</b>	<p><b>Why families?</b></p> <ul style="list-style-type: none"> <li>• The nature of the family with cross cultural comparisons, including monogamy, polygamy and polyandry</li> <li>• The extended and nuclear family</li> <li>• The functions of the family</li> <li>• The family as an agency of social control and of social stability</li> <li>• Alternatives to the family</li> <li>• Industrialisation and family change</li> </ul> <p><b>What are the main roles within the family?</b></p> <ul style="list-style-type: none"> <li>• The maternal and paternal roles; the role of the child and of members of the extended family</li> </ul> <p><b>What changes are affecting the family?</b></p> <ul style="list-style-type: none"> <li>• Demographic trends; marriage and divorce; single parent families</li> <li>• Changes in family role relationships</li> <li>• Cross-cultural variations</li> <li>• The 'loss of functions' debate</li> </ul>
<b>Education</b>	<p><b>What is education?</b></p> <ul style="list-style-type: none"> <li>• Informal and formal educational processes</li> <li>• Intelligence and its relationship to educational achievement</li> </ul>

	<ul style="list-style-type: none"> <li>• The relative effect of heredity and environment</li> <li>• The aims and functions of education</li> <li>• The relationship between education, social mobility and social stratification</li> <li>• Education as an agency of social control and social stability</li> <li>• Education as an influence for social changes</li> <li>• Alternatives to schools and schooling</li> </ul> <p><b>What factors help to explain differences in educational achievement?</b></p> <ul style="list-style-type: none"> <li>• Differences in educational achievement and experience in relation to gender, ethnic group and class</li> <li>• The influence of the home and community background on differences in educational achievement</li> <li>• The curriculum and the hidden curriculum</li> <li>• The culture of schools and social interaction in the classroom</li> <li>• Language and culture as dimensions of social inequality in education systems</li> <li>• The influence of peer groups</li> </ul>
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<p><b>Crime, Deviance and Social Control</b></p>	<p><b>What is normal behaviour and deviance? Why are there rules in society?</b></p> <ul style="list-style-type: none"> <li>• Deviance: the relative nature of conformity, normality and deviance</li> <li>• The influences, both formal and informal, which help to maintain order in society: socialisation, the media, religion the police and courts</li> <li>• The development of sub-cultures, with particular reference to youth cultures</li> </ul> <p><b>Why are society's rules broken? What are the consequences of breaking the rules?</b></p> <ul style="list-style-type: none"> <li>• Crime: the difference between deviance and crime, law and law-breaking</li> <li>• Explanations of deviant and criminal behaviour: biological, environmental, economic, psychological and sociological</li> <li>• The role of formal agencies, the media and others in defining deviance and crime: stereotyping, labelling and deviance amplification</li> <li>• The nature and extent of crime</li> <li>• An examination of official statistics of crime and their interpretation</li> </ul>
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<p><b>The Mass Media</b></p>	<p><b>What are the mass media</b></p> <ul style="list-style-type: none"> <li>• The various forms of the mass media</li> <li>• The process of mass communication</li> <li>• Ownership and control of the mass media</li> <li>• Media cultures</li> <li>• Patterns of media use, for example by social class, age and gender</li> <li>• Freedom and censorship in the media</li> <li>• The stratification of forms of cultural expression: 'high culture', 'mass culture', 'popular culture', etc</li> <li>• Pluralist and Marxist perspectives on the nature and role of the media</li> <li>• The role of advertising</li> </ul> <p><b>What is the impact and influence of the mass media?</b></p> <ul style="list-style-type: none"> <li>• The process of communication and the media's role in shaping values, attitudes and behaviour with reference to, for example, television and violence; political beliefs and voting; patterns of consumption</li> <li>• The media's role in agenda setting and in creating images and stereotyping, for example, news broadcasting and newspapers</li> <li>• The issues of selection, distribution and bias in the media.</li> </ul>
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	<ul style="list-style-type: none"> <li>• The idea of repressive and manipulative forms of communication: indoctrination, propaganda, bias, distortion</li> </ul>
<b>Power and Authority</b>	<p><b>What is power? What are the sources of power and authority?</b></p> <ul style="list-style-type: none"> <li>• The various forms of power, control and authority: charismatic, coercive, economic, bureaucratic and the control of ideas and beliefs</li> <li>• Aristocracy, oligarchy, democracy, dictatorship</li> <li>• Different theories of power: pluralist, Marxist, elite theory</li> <li>• Differing interpretations of the role of the State in contemporary societies</li> </ul> <p><b>How are political decisions made? Who influences and makes political decisions?</b></p> <ul style="list-style-type: none"> <li>• Decision making: the various forms – democratic and authoritarian</li> <li>• Some knowledge of the political processes in the candidate's own society and at least one other contrasting society</li> <li>• The role of political parties and pressure groups</li> <li>• Political socialisation and the media</li> <li>• Elections and the factors that influence voting behaviour</li> <li>• Freedom and censorship of ideas</li> </ul>

#### Books for Students

Author	Title	Date	Publisher	ISBN
Blundell, J.	Active Sociology for GCSE	2001	Longman	582434432
Browne, K.	An Introduction to Sociology, 3rd Ed.	2005	Blackwell	745632580
Moore, S.	Sociology Alive!, 3rd Ed.	2001	Nelson Thornes	748754644
O'Donnell, G.	Mastering Sociology	2001	Palgrave	333919564
Wilson, P. Kidd, A.	Sociology for GCSE	1998	HarperCollins	3224449