



Aspire Achieve Thrive

**Autumn Term  
Half Term 1 and 2**

# **Sociology**

**Year 10**

**Name:** \_\_\_\_\_

**Tutor:** \_\_\_\_\_

### Year 10 Homework Timetable

<b>Monday</b>	English Task 1	Ebacc Option A Task 1	Option C Task 1	
<b>Tuesday</b>	Sparx Science	Option B Task 1	Modern Britain Task 1	
<b>Wednesday</b>	Sparx Maths	Science Task 1	Option C Task 2	
<b>Thursday</b>	Ebacc Option A Task 2	Sparx Science	Option B Task 2	Sparx Maths
<b>Friday</b>	Modern Britain Task 2	Science Task 2	English Task 2	

**Sparx Science**

- Complete 100% of their assigned homework each week

**Sparx Maths**

- Complete 100% of their assigned homework each week

Option A (EBACC)
French
Geography
History

Option B
Art
Business Studies
Catering
Music
Sport
IT
Childcare
Triple Science
Travel and Tourism

Option C
Business Studies
Catering
Drama
Health & Social Care
Sport
Computer Science
Media
Photography
Sociology

**Half Term 1 (7 weeks) - Year 10**

<b>Week / Date</b>	<b>Homework task 1 Cornell Notes</b>	<b>Homework task 2 Exam Question</b>
Week 2 11th September 2023	<b>Cornell Notes on:</b> Family Types	<b>Question:</b> Describe what sociologists mean by a nuclear family
Week 3 18th September 2023	<b>Cornell Notes on:</b> Theories on the Family	<b>Question:</b> Describe one Functionalist theory on the function of the family.
Week 4 25th September 2023	<b>Cornell Notes on:</b> Gender Roles and Relationships (Conjugal Roles)	<b>Question:</b> Identify and explain one reason why there has been a move towards integrated conjugal roles within relationships.
Week 5 2nd October 2023	<b>Cornell Notes on:</b> Marriage	<b>Question:</b> Describe what is meant by the term serial monogamy
Week 6 9th October 2023	<b>Cornell Notes on:</b> Divorce	<b>Question:</b> Identify and explain one reason why there has been a change in divorce patterns in the UK in recent years.
Week 7 16th October 2023	<b>Cornell Notes on:</b> Problems within Families	<b>Question:</b> Describe Palmer's Toxic Childhood theory.

### Half Term 2 (7 weeks) - Year 10

Week / Date	Homework task 1 Cornell Notes	Homework task 2 Exam Question
Week 8 30th October 2023	<b>Cornell Notes on:</b>  Criminal and Deviant Behaviour	<b>Question:</b>  Describe one factor that might cause an action to become deviant.
Week 9 6th November 2023	<b>Cornell Notes on:</b>  Informal and Formal Social Control	<b>Question:</b>  Describe one form of informal social control
Week10 13th November 2023	<b>Cornell Notes on:</b>  Functionalist Theories on Crime and Deviance	<b>Question:</b>  Identify and explain one reason why Functionalists think that criminal and deviant behaviour can be beneficial for society.
Week 11 20th November 2023	<b>Cornell Notes on:</b>  Interactionist Theories on Crime and Deviance.	<b>Question:</b>  Describe Becker's labelling theory
Week 12 27th November 2023	<b>Cornell Notes on:</b>  Crime Data	<b>Question:</b>  Identify and explain one criticism of using official statistics when investigating crime rates in the UK.
Week 13 4th December 2023	<b>Cornell Notes on:</b>  Gender and Crime	<b>Mock Exams</b>  Describe the chivalry thesis
Week 14 11th December 2023	<b>Cornell Notes on:</b>  Social Class and Crime	<b>Question:</b>  Describe an example of a white collar crime.
Week 15 18th December 2023	<b>Cornell Notes on:</b>  Ethnicity and Crime	<b>Question:</b>  Identify and explain one reason why ethnic minority groups are more likely to appear on official statistics.

**Week Two: Family Types**

**Family Types**

**Kin-** Relatives

**Kinship-** Links between people based on ties of blood, marriage or adoption.

**Family diversity-** The different types of family such as nuclear, extended and lone-parent families. It also includes social class, culture and cohort.

1. **Nuclear family-** A family containing a father, mother and their child/children who live together.
2. **Conventional family-** A traditional nuclear family containing a married couple and their children who live together. The mother is based at home whilst the father works.
3. **Neo-Conventional Family-** A nuclear family containing a married couple and their children who live together. Both parents work.
4. **Blended (or reconstituted) family-** A family in which one or both partners have a child or children from a previous relationship.
5. **Extended family-** A group of relatives extending beyond the nuclear family.
6. **Intergenerational-** Family is made up of multiple generations.
7. **Dual career family-** A family in which two adults have careers.
8. **Empty nest family-** A family containing a mature couple who live together after their children have left home.
9. **Lone parent family-** A family consisting of one parent and a child or children who live together. (1 in 4 families in the UK)
10. **Dependent family member-** Family members who depend on others in the family due to their age, lack of money, disability etc.

**Week Three- Theories on the Family**

**Functionalist Theories**

1. **Agency of socialisation-** A social group/institution responsible for undertaking socialisation, e.g the family.
  - A. **Norms-** refers to behaviour and attitudes which are considered normal
  - B. **Values-** are those things that people consider important to them.
2. **Primary socialisation-** the process of early childhood learning, usually in families, during which babies and children acquire the basic behaviour patterns, language and skills they need later on in life.
3. **Expressive role-** The caring, emotional and nurturing role in the family. Parsons sees this as the women's natural role in the family.
4. **Instrumental role-** The breadwinner role in the family. Parsons sees this as the male's role in the family.
5. **Economic function (of families)-**Functionalist theory that the family carries out an economic function- providing its members with financial support, food and shelter.
6. **Parsons Theory-** Warm Bath Theory- Family destresses you after a day at work. Emotional support and security within the family
7. **Murdock's Theory-** 4 Functions of the family; Economic, Socialisation, Reproduction, Sexual

**Marxist Theories**

1. **Economic Function-** Marxist theory that the family benefits Capitalism by becoming units of consumption. Capitalism needs consumers to buy its products so the bourgeoisie (business owners) can make a profit.
  - a. **Capitalism-** A system in which people can own their own businesses and make profit.
  - b. **Unit of Consumption-** Someone who buys things.
2. **Zaretsky's theory-** Families' role is to cushion the pressures of Capitalism.-Individuals take out their frustrations with capitalism on fellow family members through conflict and fighting. This removes any threat to the capitalist system itself.

**Marxist Feminist Theories**

1. **Economic Function-** Marxist-Feminist theory that the family benefits Capitalism by carrying out unpaid labour- Washing of uniforms, feeding the worker etc. **(Reproducers of Labour)**

**Feminist Theories**

1. **Power Function-** Main function of the family is to oppress women. Nuclear families are patriarchal. **Patriarchal family-** Families in which men hold authority and power
2. **Dark Side of the Family-** Men may benefit from the family to relieve them of stress- women take on this stress.
3. **Domestic Labour-** Childcare, Housework etc. Women take on the burden of the home.
  - a. **Dual Burden/Dual Shift-** Women doing paid employment and domestic labour
  - b. **Triple Shift-** Women doing paid employment, domestic labour and taking on the emotional needs of the family

### Week Four - Relationship and Gender Roles (Conjugal Roles)

**Conjugal roles-** The domestic roles of married or cohabiting couples.

**Conjugal relationships-** The relationship between a married or cohabiting couple.

1. **Traditional family roles-** Conventional gender roles within the nuclear family such as the male breadwinner and female homemaker.
2. **Segregated conjugal roles-** Domestic roles of married or cohabiting partners which are separated out or divided in an unequal way.
3. **Integrated conjugal roles-** Roles that are shared equally between married or cohabiting partners.
4. **Symmetrical family-** A family form in which spouses carry out different tasks but each makes a similar contribution within the home.
  
5. **Domestic division of labour-** The division of tasks (e.g. DIY, housework, childcare) between men and women within the home.
6. **Gender roles-** The behaviour expected of people based on their gender and associated with masculinity and femininity.
7. **Double shift/Dual Burden-** Many married or cohabiting women work two shifts by doing a paid job
8. **Glass ceiling (in relation to women in employment)-** An invisible barrier to promotion at work faced by some groups including women.
9. **Matriarch-** A woman who holds power and authority
10. **New man-** A man who rejects sexist attitudes, believes in gender equality and puts this into practice.
11. **Crisis of masculinity-** The idea that males see their traditional masculine identity as under threat today.
12. **Sex (gender) discrimination-** Treating someone differently and less favourably on the basis of their sex or gender.
13. **Double standards (as applied to the behaviour of men and women in society)-** when men and women are expected to follow different rules/codes of behaviour.
  
14. **Separate spheres (in relation to the role of women)-** The split between the private world of home and the public world of work.
15. **Privatised instrumentalism (social relationships centred on the home)-** Social relationships centred on the home rather than work.
16. **Privatised nuclear family-** A nuclear family that is cut off from the extended family. The lifestyle tends to focus on the home.

### Week Five - Marriage

**Marriage-** The legal union between two people

1. **Arranged marriage-** A marriage in which the family of the prospective spouses take the leading role in finding a suitable partner for them. The prospective spouses then choose whether the match is correct for them.
2. **Monogamy-** The practice of only being married to one person at a time.
3. **Serial monogamy-** The practice of divorcing, remarrying, divorcing, remarrying and so on.
4. **Polygamy-** A form of marriage in which an individual has more than one husband or wife at the same time.
5. **Polyandry-** A type of polygamy in which a woman has more than one husband at the same time.
6. **Polygyny-** A type of polygamy in which a man has more than one wife at the same time.
7. **Bigamy-** The offence of getting married to someone while already married to someone else.
8. **Empty shell marriage-** When a couple continues to live together despite their marriage having broken down.
9. **Cohabitation-** Living with a partner outside of a marriage or civil partnership.
10. **Civil Partnership-** Legal agreement that you are in a relationship but is not a marriage.

### Week Six - Divorce

**Divorce-** The legal ending of a marriage.

1. **Secularisation-** The process whereby the influence of religion in society declines. (1999-2019- There has been a decrease of 60% in opposite-sex religious ceremonies)
2. **Legislation- Laws**
  - a. **1969- Divorce Reform Act-** Both women and men could now petition for divorce.
  - b. **2020- Divorce, Dissolution and Separation Act-** no longer have to prove that someone is at fault which caused the marriage to fail.
3. **Statistics linked to divorce**
  - a. Average length of marriage before divorce= 12.3 years
  - b. Women are more likely to petition for divorce (65:35 split)
4. **Six Stages of Divorce;** Emotional, Legal, Economical, Co-Parental, Community, Psychological

## Week Seven - Problems within the Family

**Dysfunctional Family-** A family in which functions such as providing emotional support are not carried out.

### **Childhood Problems**

**Adolescence-** The period of time in a person's life between childhood and being an adult

**Child rearing-** Bringing up children.

1. **Child Centred-**Giving priority to the interests and needs of children.
2. **Toxic Childhood-** Screen time, junk food, decline of outdoor play, commercialisation of childhood. (Sue Palmer)
3. **'Emotional scapegoats'**- Parents offload their daily stresses on their children-
4. **Canalisation-** The way parents channel their children's interests into toys, games and other activities that are seen as gender appropriate.
5. **Work life balance-** Getting the priorities right between career and lifestyle (e.g. children, leisure time).

**Anti-Social Behaviour within families;** Youth Crime, Drug or Substance misuse, Cycles of Deprivation (lack of money), Worklessness (unable to get/unwilling to get/unable to hold down a job), 'Dark side of family life'- Domestic Violence

**Loneliness and Isolation-** Elderly extended kin-Elderly get left behind due to the development of the privatised nuclear family

## Knowledge Organiser- Crime and Deviance (HT 2)

### **Week Eight - What is Criminal and Deviant Behaviour?**

1. **Social Construct**- This means it has been created by society. It is not natural
2. **Social Construction of Crime and Deviance**= This means that whether or not an act is seen as criminal/deviant depends on who carries out the act and how other people react to it; how they see, define and label the act.
3. **Crime**- An act which is deemed to be unacceptable and is punishable by law
4. **Deviance**- Doing something that goes against norms and values of society but isn't punishable by the law.

#### **Factors that make an act deviant;**

1. **Time**- An act in the morning might not be seen as acceptable but it is in the evening e.g. Drinking alcohol
2. **Place**- Acting one way in one place may not be acceptable but would be in a different place e.g. Chanting songs- okay at a football match- not by a graveyard.
3. **Culture**- Different countries have different norms and values that they promote.
4. **Social Situation** (any situation in which you and at least 1 other person are present)- e.g. with family, at school, with friends you would expect different things to be seen as acceptable.

### **Week Nine - Informal and Formal Social Control**

**Social Control (formal and informal)**- How society is controlled and people are persuaded to conform to the rules of that society.

1. **Agent of Social Control**- those whose role it is to prevent people from carrying out deviant or criminal acts (e.g. families, schools, police)
2. **Formal Control**= Police, Courts, Prisons, The Government
3. **Institutional Racism**- is a form of racism that is embedded in the laws and regulations of a society or an organisation. (e.g. the police)
4. **Informal Social Control**= Parents, Teachers, Peers, Media, Religion

### **Week Ten - Functionalist Theories on Crime**

#### **Crime can be beneficial for society**

1. **Anomie**- State of normlessness.
2. **Social Cohesion**- functionalists believe that crime helps to achieve social cohesion. This is the idea that the community comes together and people feel like they belong.
3. **Boundary Maintenance**- Every time a person breaks a law and is taken to court, the resulting court action and the publicity surrounding the crime reminds members of society what happens if boundaries are crossed.
4. **Changing Values**- When people are convicted of crimes, sometimes this generates sympathy from the public.
5. **Safety Valve**=A way of releasing pent-up energy or emotion

#### **Cause of Crime= Blocked opportunities (can't achieve the goals agreed on by society)**

1. **Strain Theory**- People can't always achieve society's goals by legitimate means (conformity) so they have to find other ways to achieve society's goals (innovator, rebellion) or they just have to accept that they won't be capable of achieving societies goals (Ritualist, Retreatists)
2. **Status Frustration**- Working Class young male can't achieve society's goals. Instead they turn to crime in order to get status as a 'troublemaker'. They become valued and respected in a different way by having status amongst their peers.

### **Week Eleven - Interactionist Theories on Crime**

**Labelling Theory**- People are labelled by other people (e.g. the naughty one, the cheeky one, the troublemaker, the really intelligent one) and this affects how they then act as a result.

1. **Self-fulfilling Prophecy**- Where people live up to their label.
2. **Deviancy Amplification**- Levels of deviance or crime can be increased by the societal reaction to deviance itself.
3. **Deviant Career**- The process in which an individual comes to accept a deviant 'self-identity', and, often, to identify with a deviant subculture.
4. **Master Status**- Your main status- e.g. you now become known as a criminal.



## Week Twelve - Crime Data

### Crime Statistics

1. **Official Crime Statistics**- Crimes that have been reported and then recorded by the Police.
2. **Dark figure of Crime**- Crime that is unknown. These are crimes that are not reported/ recorded.
3. Around 40% of crimes reported to the police are recorded.
4. **Victim Survey**- People are asked about their experiences of crime and whether they have been victims, despite whether these crimes have been recorded/reported or not.
5. **Self-report Study**- A survey that asks people to identify crimes they have committed, but for which they have not been caught.

## Week Thirteen - Gender and Crime

**Feminists** don't believe enough research has been conducted into the true crime levels of women. Women only make up 4% of the prison population of the UK.

1. **Chivalry Thesis**- Male dominated police-force treats women more lenient because of their gender.
2. **Control Theory**- Lack of opportunities for women to commit crimes.
  - A. **Bedroom Culture**- Girls socialise mostly in their bedrooms with friends so are not out committing crimes.
  - B. **Glass Ceiling**- Women are unable to progress to the highest employment levels so can't commit White Collar Crime to the same extent that men can.
  - C. **Dual Burden/Triple Shift**- Women are focused on the housework and looking after children so don't have the opportunities to commit crimes.

## Week Fourteen- Social Class and Crime

**Marxists** believe that:

1. Crime and deviance is caused by the inequalities in society.
2. The police focus too much on crimes carried out by the working class.
3. The laws of society are based on protecting the interests of the rich and powerful and therefore crimes are mainly based on offences carried out by the working class e.g. theft.
4. Middle Class crimes are often ignored by the agents of formal control.

**White Collar Crime**- Criminal activity of a financial nature. e.g. fraud, embezzlement. This type of crime is often associated with middle/upper-class people and Marxists argue that it is a crime that is often ignored by the agents of formal control.

## Week Fifteen - Ethnicity and Crime

**Interactionists** believe that minority groups are often the victims of the labelling theory.

1. **Stop and searches** carried out by the police are often carried out in areas with a high minority ethnic group population.
2. **Institutional Racism**- is a form of racism that is embedded in the laws and regulations of a society or an organisation. (e.g. the police)

## STEP 2: CREATE CUES

**What:** Reduce your notes to just the essentials.

**What:** Immediately after class, discussion, or reading session.

**How:**

- Jot down key ideas, important words and phrases
- Create questions that might appear on an exam
- Reducing your notes to the most important ideas and concepts improves recall. Creating questions that may appear on an exam gets you thinking about how the information might be applied and improves your performance on the exam.

**Why:** Spend at least ten minutes every week reviewing all of your previous notes. Reflect on the material and ask yourself questions based on what you've recorded in the Cue area. Cover the note-taking area with a piece of paper. Can you answer them?

## STEP 1: RECORD YOUR NOTES

**What:** Record all keywords, ideas, important dates, people, places, diagrams and formulas from the lesson. Create a new page for each topic discussed.

**When:** During class lecture, discussion, or reading session.

**How:**

- Use bullet points, abbreviated phrases, and pictures
- Avoid full sentences and paragraphs
- Leave space between points to add more information later

**Why:** Important ideas must be recorded in a way that is meaningful to you.

## STEP 3: SUMMARISE & REVIEW

**What:** Summarise the main ideas from the lesson.

**What:** At the end of the class lecture, discussion, or reading session.

**How:** In complete sentences, write down the conclusions that can be made from the information in your notes.

**Why:** Summarising the information after it's learned improves long-term retention.

# WEEK 2: Cornell Notes (Homework task 1)

Date     /     /	Topic: Family Types	Revision Guide Page
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links	Notes
Questions	

**Summary**



# WEEK 3: Cornell Notes (Homework task 1)

Date     /     /	Topic: Theories on the Family	Revision guide page
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<b>links</b>  <b>Questions</b>	<b>Notes</b>

**Summary**



# WEEK 4: Cornell Notes (Homework task 1)

Date     /     /	Topic: Gender Roles and Relationships (Conjugal Roles)	Revision guide page
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<b>links</b>  <b>Questions</b>	<b>Notes</b>

**Summary**





# Week 5: Cornell Notes (Homework task 1)

Date     /     /	Topic: Marriage	Revision guide page
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<b>links</b>	<b>Notes</b>
<b>Questions</b>	

**Summary**



# WEEK 6: Cornell Notes (Homework task 1)

Date     /     /	Topic: Divorce	Revision guide page
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<b>links</b>	<b>Notes</b>
<b>Questions</b>	

**Summary**



# WEEK 7: Cornell Notes (Homework task 1)

Date / /	Topic: Problems within Families	Revision guide page
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links	Notes
Questions	

Summary



# WEEK 8: Cornell Notes (Homework task 1)

Date     /     /	Topic: Criminal and Deviant Behaviour	Revision guide page
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links	Notes
Questions	

Summary





# WEEK 9: Cornell Notes (Homework task 1)

Date     /     /	Topic: Informal and Formal Social Control	Revision guide page
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links	Notes
Questions	

Summary



# WEEK10: Cornell Notes (Homework task 1)

Date     /     /	Topic: Functionalist Theories on Crime and Deviance	Revision guide page
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links	Notes
Questions	

Summary







# WEEK 12: Cornell Notes (Homework task 1)

Date / /	Topic: Crime Data	Revision guide page
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# WEEK 13: Cornell Notes (Homework task 1)

Date     /     /	Topic: Gender and Crime	Revision guide page
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<b>links</b>	<b>Notes</b>
<b>Questions</b>	

**Summary**



# WEEK 14: Cornell Notes (Homework task 1)

Date     /     /	Topic: Social Class and Crime	Revision guide page
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<b>links</b>  <b>Questions</b>	<b>Notes</b>

**Summary**



# WEEK 15: Cornell Notes (Homework task 1)

Date / /	Topic: Ethnicity and Crime	Revision guide page
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link	Notes
<b>Questions</b>	

**Summary**





Aspire  
ACHIEVE  
Thrive

Develop your character



Aspire | Achieve | Thrive