

Unit Overview: Year 12 Research Methods, Methods in Context and Families & Households

Half- Term:	AUT 1	AUT 2	SPR 1	SPR 2	SUM 1	SUM 2	No of Lessons:	
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Key Focus for Unit:*What is the key knowledge being delivered?**What is the intent of this unit?*

Students evaluate the strengths and weaknesses of various methods of research and apply them to education. Students investigate the structure of families and their impact on society.

Research Methods and Methods in Context:

- the distinction between primary and secondary data, and between quantitative and qualitative data
- the theoretical, practical and ethical considerations influencing choice of topic, choice of method(s) and the conduct of research.
- quantitative and qualitative methods of research; research design
- the relationship between positivism, interpretivism and sociological methods; the nature of 'social facts'
- sources of data, including questionnaires, interviews, participant and non-participant observation, experiments, documents and official statistics
- Students must be able to apply sociological research methods to the study of education

Families and households:

- gender roles, domestic labour and power relationships within the family in contemporary society
- the nature of childhood, and changes in the status of children in the family and society
- Theories of the family
- demographic trends in the United Kingdom since 1900: birth rates, death rates, family size, life expectancy, ageing population, and migration and globalisation.
- changing patterns of marriage, cohabitation, separation, divorce, childbearing and the life course, including the sociology of personal life, and the diversity of contemporary family and household structures
- family diversity
- the relationship of the family to the social structure and social change, with reference to the economy and to state policies

Examination Skills:

- The importance of writing exam question responses in the prescribed manner. Students will learn how to organise 10 and 20 markers.
- Students will also learn how to properly organise a Methods in Context response.

Key Knowledge and Big Ideas:*What Powerful Knowledge and Big Ideas are explored in this Unit?**How have these progressed from previous learning?***Research Methods and Methods in Context:**

There are multiple ways in which sociologists conduct research. The type of research chosen will be determined by their sociological preference (positivist or interpretivist). In responding to a Methods in Context question, students must apply the strengths and weaknesses of the methods to a theme and study in education.

Families and Households:

The family is a key agent of socialisation in society. Therefore, the way its members are socialised can have positive or negative effects on society. Some sociologists may argue, however, that it is society that influences family life and behaviours. The laws and legislations pertaining to marriage, divorce, etc are important to explore when addressing the family.

Unit Assessment:

How will this unit be assessed?

What is the frequency of assessments – baselines etc?

- Homework - 10 mark extended writing questions
- In class assessments - 10/20/30 mark essay questions
- End of Unit Assessment

Key Skills Explored	Vocabulary Selected for DVI	Links to Previous Unit
Critical Thinking Extended writing an essay writing skills Presentation skills Group Work Exam writing skills	Research: Primary and secondary data Participant observation Validity in research Reliability in research Qualitative data Quantitative data Families and Households: Cohabitation Separation Divorce Gender roles Birth rate Death rate	KS4 prior knowledge: <ul style="list-style-type: none">• in Maths (data presentation and interpretation),• in English (layered writing, Tier 2 vocabulary and academic writing)• in Science (conducting social research)
Links to Careers/Employability	How does this unit prepare students for the next unit?	
Link to policy/evaluation of policy + jobs in the civil service Link to evaluation of research findings + jobs in marketing and consumer research.	Students will apply the same approaches (functionalism/Marxism/interactionism/realism) to crime and deviance in the next unit. Students will explore how the same core assumptions apply to trends in crime and deviance. Students will build on their knowledge of key theories (e.g. Marxism) by exploring 'neo' (new) approaches from such theories.	