

Subject	Y13 Core Knowledge – Autumn/Spring/Summer term	How to support students' learning
Social Science - Sociology	<p>Autumn Term Beliefs -</p> <ol style="list-style-type: none"> 1. Outline and explain the contributions of functionalist, Marxist, neo-Marxist, feminist and postmodern views on the function of religion. 2. Evaluate the contributions of different theoretical perspectives on religion. 3. Outline and explain a range of views relating to religion and social change. 4. Evaluate the extent to which religion causes or inhibits social change. 5. Identify and explain a range of different ways of considering secularisation in society. 6. Evaluate the extent to which secularisation is occurring. 7. Outline and explain a range of key features of various types of religious organisation. 8. Evaluate the reasons for changing patterns in religious organisations. 9. Outline and explain patterns in religiosity between different social groups (gender, class, age, ethnicity). 10. Evaluate reasons for different patterns in religiosity between different social groups. 11. Outline and explain the impact(s) that globalisation has had on religion. 12. Evaluate the extent to which the impact of globalisation on religion is positive or negative. 13. Identify and explain a range of views to suggest science is/isn't an open belief system. 14. Evaluate the extent to which science can be considered an open belief system. <p>Spring Term Crime -</p> <ol style="list-style-type: none"> 15. Outline and explain the contribution of functionalists, Marxists, neo-Marxists, labelling theorists and left/right realists to our understanding of the cause of crime. 16. Evaluate the contributions of different theoretical perspectives on crime. 17. Outline and explain a range of explanations for class differences in crime rates. 18. Evaluate explanations for class differences in crime rates. 19. Identify and explain a range of crime prevention strategies. 	<ul style="list-style-type: none"> • Students have been provided with booklets which contain all the required information. • The objectives for each booklet have been divided into two distinct skills: "outline and explain" the ideas from within that booklet, and "evaluate" the ideas. • "Outline and explain" relates to simple knowledge recall. If this has been identified as a development point, you can support your child by asking them to explain the booklet to you or asking them targeted questions from it yourself. • "Evaluate" relates to the ability to critique the knowledge in order to show why it may/may not be useful. There are often sections in the booklets which explicitly state evaluation points. Your child should understand what you mean if you simply ask them to "evaluate the information in this booklet" • The "apply" statement relate to a specific exam skill required by a unique essay in the research methods topic. This is not something that can be easily supported or developed outside of the classroom. If this has been identified as a focus, your child is strongly advised to seek additional support from their teachers. • Additionally, you may wish to encourage your child to complete revision materials on the relevant content (mind maps, flashcards, revision notes, etc) and/or plan or write an essay on the material (which can be found at the back of each booklet).

	<ol style="list-style-type: none"> 20. Evaluate the effectiveness of crime prevention strategies. 21. Outline and explain functionalist and Marxist views on the role of punishment in modern society. 22. Outline and explain different views to the study of victimisation. 23. Outline and explain the relationship between crime and the media. 24. Evaluate the relationship between crime and the media. 25. Outline and explain explanations for differences in crime rates and victimisation between different social groups. 26. Evaluate reasons for differences in crime rates and victimisation between different social groups. 27. Identify and explain the impact of globalisation on crime. 28. Evaluate the impact of globalisation on crime. <p>Summer Term Theory -</p> <ol style="list-style-type: none"> 29. Outline and explain the views of various structural theories on the nature of society. 30. Evaluate the usefulness of structural theory in explaining the nature of society. 31. Outline and explain the views of social action theorists on the nature of society. 32. Evaluate the usefulness of action theories in explaining the nature of society. 33. Outline and explain postmodern views on the nature of society. 34. Evaluate postmodern views on the nature of society. 35. Outline and explain competing theories on the nature of science. 36. Evaluate the extent to which sociology can be considered a science 37. Outline and explain competing views on whether sociology can/should be value free. 38. Evaluate the extent to which sociology can/should be value free. 39. Outline and explain different views on the relationship between sociology and social policy. 40. Evaluate competing views on how and whether sociologists can influence social policy. 41. Outline and explain different views on the relationship between sociology and social policy. 	<ul style="list-style-type: none"> • Whilst the ability to recall all theorists in each booklet is not strictly a requirement, students are still strongly encouraged to commit these to memory as they provide useful “hooks” on which to hang their recollection of concepts and ideas. As such, you may wish to encourage your child to create revision materials, and subsequently to test them on these. • Your child should be able to identify the relevant booklet which corresponds with each core knowledge statement. However, they are welcome to ask their teacher if they are unsure.
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	42. Evaluate competing views on how and whether sociologists can influence social policy.	
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