
 **Student Learning Reflection & Personalised Learning Checklist**

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| **Subject/Course:** | **Sociology** |
| **Student Name:** |  |

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|  |  | Self Assessment |
| Topic | Key knowledge/skills | Red | Amber | Green |
| Research methods | What is Sociology? Can I identify differences and similarities between **sociology** and **journalism / biology / psychology?** |  |  |  |
| Research methods | Can I explain the concepts **culture, norms and values** and provide examples of all? |  |  |  |
| Research methods | Can I explain what sociologists mean by **socialisation**, **primary socialisation**, **secondary socialisati**on and **gender socialisation**? |  |  |  |
| Research methods | Can I explain the research process? Can I explain the role of **aims**, **hypothesises** and **pilot studies**? |  |  |  |
| Research methods | Can I explain what is meant by **samples**? Can I give examples of **four types of sampling**? |  |  |  |
| Research methods | Can I explain the role of **data collection**, **analysis** and **evaluation** in the research process? |  |  |  |
| Research methods | Can I describe the role of **social surveys** and outline the main ways of **delivering questionnaires**? |  |  |  |
| Research methods | Can I discuss strengths and weaknesses of **postal questionnaires**? |  |  |  |
| Research methods | Can I describe the uses of **structured interviews** and offer strengths and limitations of this method? |  |  |  |
| Research methods | Can I describe the uses of **unstructured interviews** and offer strengths and limitations of this method? |  |  |  |
| Research methods | Can I describe the uses of **group interviews** and offer strengths and limitations of this method? |  |  |  |
| Research methods | Can I describe what **longitudinal studies** are? |  |  |  |
| Research methods | Can I describe the uses of **participant observation** and offer strengths and limitations of this method? |  |  |  |
| Research methods | Can I describe the uses of **non-participant** observation and offer strengths and limitations of this method? |  |  |  |
| Research methods | Can I describe sources of quantitative **secondary** data that are available for sociologists and discuss the pro’s and con’s of official statistics? |  |  |  |
| Research methods | Can I describe sources of qualitative **secondary** data that are available for sociologists and discuss the pro’s and con’s of official statistics? |  |  |  |
| Research methods | What are ethics in Sociological research? |  |  |  |
| Families | Can I recall at least **seven** different sociologists for this unit?Rapoport and RapoportMurdockParsonsZaretskyDelphy and LeonardYoung and WilmottOakley |  |  |  |
| Families | What is a family? |  |  |  |
| Families | What different types of families exist in the UK today? |  |  |  |
| Families | What alternatives to families exist in the UK today? |  |  |  |
| Families | How might an individual’s family and household setting change over the course of their life? |  |  |  |
| Families | What are the links between families, households, ethnicities and class? |  |  |  |
| Families | What types of family diversity are there? |  |  |  |
| Families | How do families differ in a global context? |  |  |  |
| Families | How do functionalist approaches explain family life? |  |  |  |
| Families | How does Parsons view the functions of the nuclear family? |  |  |  |
| Families | How does the Marxist perspective view the role of the family? |  |  |  |
| Families | How do feminist perspectives view the role of families? |  |  |  |
| Families | What were conjugal roles and relationships like in the past? |  |  |  |
| Families | What is the symmetrical family and why has it emerged? |  |  |  |
| Families | Is the symmetrical family reality or myth? |  |  |  |
| Families | How is power distributed between partners in a relationship? |  |  |  |
| Families | What are conventional families? |  |  |  |
| Families | How have relationships between parents and their children changed over time? |  |  |  |
| Families | How have people’s relationships with members of their wider family changed overt time? |  |  |  |
| Families | What are the current trends in lone-parent families? |  |  |  |
| Families | What changes are taking place in fertility? |  |  |  |
| Families | How do marriages differ in a global context? |  |  |  |
| Families | What are the changing patterns of marriage? |  |  |  |
| Families | What are the changing patterns of divorce? |  |  |  |
| Families | What are the consequences of divorce? |  |  |  |
| Families | What contemporary social issues relate to families? |  |  |  |
| Families | What methods are used to research families? |  |  |  |

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|  |  | Self Assessment |
| Topic | Key knowledge/skills | Red | Amber | Green |
| Education | Can I recall at least **seven** different sociologists for this unit? |  |  |  |
| Education | What are the **economic** and **selective** roles of education? |  |  |  |
| Education | What are the **socialisation**, **social control** and **political** roles of education? |  |  |  |
| Education | What is learned through **formal** and **informal** education? |  |  |  |
| Education | How does the **functionalist** perspective view the role of the education system? |  |  |  |
| Education | How does **Parsons** view the role of the education system? |  |  |  |
| Education | What is the **Marxist** view on the role of education for a capitalist society? |  |  |  |
| Education | What have been the key historical changes in Britain’s education system? |  |  |  |
| Education | How is the education system **organised** in contemporary Britain? |  |  |  |
| Education | Should education be provided by the **state** or by the **independent** sector? |  |  |  |
| Education | What are **vocational** education and **alternative** forms of provision? |  |  |  |
| Education | What key changes were introduced through the 1988 Education Act? |  |  |  |
| Education | How else has marketization influenced education? |  |  |  |
| Education | How did New Labour develop educational **policy** develop after 1997? |  |  |  |
| Education | What are academies, free schools and selection by ability? |  |  |  |
| Education | How can **social class** affect achievement? |  |  |  |
| Education | How can **material factors** affect achievement? |  |  |  |
| Education | How can **parental factors** affect achievement? |  |  |  |
| Education | How might the **school** affect achievement? |  |  |  |
| Education | What is the influence of **streaming, subcultures** and **school organisation** on educational achievement? |  |  |  |
| Education | How does Willis view the counter-school culture? |  |  |  |
| Education | Why has achievement for **females** improved? |  |  |  |
| Education | How can we explain the difference in **subject choice** between males and females? |  |  |  |
| Education | Why is the performance of **female** students improving faster than that of **male** students? |  |  |  |
| Education | What are the patterns for **ethnicity** and achievement? |  |  |  |
| Education | Are **social class** and **cultural** factors influential? |  |  |  |
| Education | What is the role of the school in **ethnicity** and achievement? |  |  |  |
| Education | What methods are used to research education? |  |  |  |

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|  |  | Self Assessment |
| Topic | Key knowledge/skills | Red | Amber | Green |
| Crime and dev | Can I recall at least **seven** different sociologists for this unit? |  |  |  |
| Crime and dev | What is meant by crime and deviance? |  |  |  |
| Crime and dev | When is an act seen as deviant? |  |  |  |
| Crime and dev | What is the difference between formal and informal rules? |  |  |  |
| Crime and dev | What are social order and social control? |  |  |  |
| Crime and dev | What is the difference between formal and informal social control? |  |  |  |
| Crime and dev | What non-sociological explanations are there for criminal and deviant behaviour? |  |  |  |
| Crime and dev | How do sociologists use inadequate socialisation, the opportunity structure and relative deprivation to explain crime and deviance? |  |  |  |
| Crime and dev | What is the sub cultural and Marxist explanation of crime and deviance? |  |  |  |
| Crime and dev | How does the labelling theory explain criminal and deviant behaviour? |  |  |  |
| Crime and dev | What are the main sources of statistical data on the extent of crime? |  |  |  |
| Crime and dev | How far do official statistics on recorded crime measure the extent of crime? |  |  |  |
| Crime and dev | What is meant by the social construction of official crime statistics? |  |  |  |
| Crime and dev | What is the relationship between involvement in crime and age? |  |  |  |
| Crime and dev | What is the relationship between crime and gender? |  |  |  |
| Crime and dev | How do we explain women’s increasing involvement in crime? |  |  |  |
| Crime and dev | What is the chivalry thesis? |  |  |  |
| Crime and dev | What is the relationship between involvement in crime and ethnicity? |  |  |  |
| Crime and dev | How do we explain the patterns in statistics on crime and ethnicity? |  |  |  |
| Crime and dev | What is the relationship between involvement in crime, social class and locality? |  |  |  |
| Crime and dev | What is the significance of criminal behaviour for victims of crime? |  |  |  |
| Crime and dev | What is the significance of criminal behaviour for communities and society? |  |  |  |
| Crime and dev | Why is youth crime seen as a social problem? |  |  |  |
| Crime and dev | What are the links between racism and crime? |  |  |  |
| Social Strat | Can I recall at least **seven** different sociologists for this unit? |  |  |  |
| Social Strat | What is social inequality? |  |  |  |
| Social Strat | What are life chances? |  |  |  |
| Social Strat | What different forms of stratification are there? |  |  |  |
| Social Strat | How have sociologists explained social class? (Marx and Weber) |  |  |  |
| Social Strat | How does the functionalist approach view stratification? |  |  |  |
| Social Strat | How is social class measured? |  |  |  |
| Social Strat | What is gender? |  |  |  |
| Social Strat | What inequalities are based on gender? |  |  |  |
| Social Strat | What is ethnicity? |  |  |  |
| Social Strat | What inequalities are based on ethnicity? |  |  |  |
| Social Strat | How do sociologists approach the study of age? |  |  |  |
| Social Strat | How do sociologists view youth? |  |  |  |
| Social Strat | How do sociologists study older age? |  |  |  |
| Social Strat | How are wealth and income distributed in Britain? |  |  |  |
| Social Strat | What is social mobility? |  |  |  |
| Social Strat | How much social mobility is there in Britain? |  |  |  |
| Social Strat | What is absolute and relative poverty? |  |  |  |
| Social Strat | How do we measure poverty? |  |  |  |
| Social Strat | Who is likely to experience poverty? (Ethnicity and Gender) |  |  |  |
| Social Strat | Which other groups are likely to experience poverty? (The life cycle of poverty) |  |  |  |
| Social Strat | How can we use the culture of poverty and the cycle of deprivation to explain poverty? |  |  |  |
| Social Strat | How can we use welfare dependency, the underclass and social exclusion to explain poverty? |  |  |  |
| Social Strat | What do structural explanations of poverty involve? (Marxism) |  |  |  |
| Social Strat | How do Functionalists and Feminists view poverty? |  |  |  |
| Social Strat | How do the New Right describe poverty? |  |  |  |
| Social Strat | Does social class still matter? |  |  |  |
| Social Strat | What other views are there on the changing significance of social class? |  |  |  |