STOKE DAMEREL
Community College

Cycle 1

SOCIOLOGY

Year 10

Name: _____

Tutor: _____

Aspire | Achieve | Thrive

GREENSHAW LEARNING TRUST

Sociology - Cycle 1 - Homework Plan

Week / Date	Homework task	Exam Question
Week 1 September 6th	**Cornell Notes:** Conjugal Roles	**Question 1** Identify and explain one factor that may have led to an increase in symmetrical families (4)
Week 2 September 13th	**Revision Card:** Conjugal roles and changing relationships	**Question 2** Outline and explain three reasons why the nuclear family is still important in the UK(6)
Week 3 September 20th	**Cornell Notes:** Wider family relationships	**Question 3** Identify and describe one contemporary social issue related to the family (4)
Week 4 September 27th	**Revision Card:** Divorce	**Question 4** How far would sociologists agree that the wider family is becoming less important (Give a one sided detailed answer) (6)
Week 5 October 4th	**Cornell Notes:** Marriage	**Question 5** Identify and explain why people are marrying later in the UK(4)
Week 6 October 11th	**Revision card:** Changing family patterns	**Question 6** How far would sociologists agree that marriage is no longer important in the UK (Give a one sided detailed answer (6)
Week 7 and 8 October 18th	**Revision**: Cornell Notes / Mind map / Revision Card	**Revision**
Week 9 October 25th	**Plug the gaps**	

Cycle 1 Sociology Year 10 and 11 Knowledge Organiser: Family			
Session	**Keywords /Dates**	**Knowledge**	**Sociological concepts**
Week 1 and 2: Conjugal roles	Conjugal Roles: domestic roles of married or cohabiting couples Expressive Roles: female role:- housewife mother Instrumental Roles: male role:- breadwinner/discipline Symmetrical Roles: men and women carry out different tasks they each contribute a similar amount to the family	**CONJUGAL ROLES IN THE FAMILY** **BOLT** - 2 Types of roles, separate or joint. In joint both men and women have roles to do but share leisure time. Early 20th Century division of labour in families was quite separate = Parsons: Instrumental (male) and Expressive (female) roles. **YOUNG & WILLMOTT** – new type of family = SYMMETRICAL. Caused by: - Rise in feminism - smaller families (contraception) - women working more - families spending more time at home **OAKLEY** Feminists – rejects idea of symmetrical family. She said men cherry pick jobs they do – taking kids out. - Responsibility for family life still lies with women - More women working has led to Dual Burden / Triple Shift for women. **GATRELL** – fathers play a greater role in their children's lives but it's not equal.	.**POWER RELATIONSHIPS** **WILLMOTT & YOUNG** –as more women work the decision making has become more equal. However men still have the final say in the important decisions. **PAHL** women and children can sometimes be kept in poverty even though the family income is good because men withhold the money. - Domestic violence is a form of power - Difficult to know the extent as it is kept private and often not reported (on average a woman suffers domestic violence 35 times before reporting to the police. - Male victims are even less likely to report abuse. 1:4 women are abused during their lifetime. 1:9 is severely physically abused each year. 2 women are killed each week in the UK. Often caused when males feel threatened by females independence.
Week 3 Changing relations hips	Dual Burden: paid work and domestic work Triple shift: paid work, domestic work and emotional support for the family Domestic Violence: violence in the home which can be physical, psychological or sexual (adults, adults on children, between siblings)	**CHANGING RELATIONSHIPS – CHILDREN & PARENTS** **Previously:** 1800's children worked from 6 years old, were treated like mini adults. They were uneducated & viewed as an economic asset (needed their wages to help pay for family bills). In 1918 Education Act said children had to go to school till 14. Then childhood as a discrete period of time began. **CONTEMPORARY PARENT / CHILD RELATIONSHIPS** Less authoritarian (less emphasis on discipline, obedience and more individual freedom) Children's views are listened to They have rights – middle class families more likely to be more democratic than working class More child centred – emotionally close	**IS THE NUCLEAR FAMILY STILL THE CONVENTIONAL FAMILY IN THE UK?** - Statistically conventional nuclear family is no longer the most common type. -Conventional family of mum who stayed home to look after children is rarely possible, women have to work to help pay the bills. - Conventional nuclear family – women who stay home maybe lonely & bored, men suffer stress trying to provide for the family. -Women are dependent on men financially which can cause conflict & hidden poverty. - There is an increase in dual-earner families & lone parent families but generally there is still the belief

Cycle 1 - Family			
Session	**Keywords**	**Detente and Second Cold War**	
Week 4 Patterns	Conventional Family: traditional/expected family in which woman stays at home and man is the breadwinner Childhood: a discrete period of time from birth to 18yrs Contemporary: - 2019 – UK today Life expectancy: how long the average person is expected to live	**WIDER FAMILY RELATIONSHIPS** In 1950S families generally lived close – 43% of adult daughters saw their mums every day but this has changed. Geographical mobility means they see family less often. However families do still depend on each other.	Boomerang children – children who leave home for university/marriage & then come back.
		CHARLES – mums & daughters have central kinship relationship - Parents still provide financial support - Grandparents look after grandchildren - Help with home improvement - Adult children caring for elderly parents 2002 2/3 of adult children lived close enough to see their parents once a week. But siblings see each other much less often	**Life Expectancy** increased 2014, 83 female 79 male -Improved medicine (NHS) -Improved sanitation -Improved nutrition -Decline in dangerous jobs -Ageing population Resulted in a sandwich generation. Adults looking after both their children & their parents.
Week 5 Divorce	- Geographical Mobility: moving from one area to live in another for work Sandwich Generation: generation between elderly relatives and dependent children Trend: pattern over time Empty Shell marriage: married in name only, no feelings Fertility Rate: number of live births per 1000 women of child bearing age	**CHANGING PATTERN OF DIVORCE** Divorce: legal ending of a marriage. Risen steadily since 1945. Why has divorce increased; • Changes in the law made divorce easier. • Divorce Reform Act (1969) – irretrievable breakdown as a reason for divorce. • 1984 Divorce allowed after 1 year of marriage. • Changing social attitudes – divorce more acceptable. • Secularisation- people are less religious. • Changing position of women – women no longer financially dependent can look after themselves. • Pure relationship- media leads us to believe in 'happy ever after' when life doesn't live up to this = divorce.	Consequences of Divorce - More lone parent families - More reconstituted families - Financial problems - Emotional problems – children & men suffer more from divorce - Children lose contact with absent parent - More remarriage -

Cycle 1 - Family			
Session	**Marriage**	**Changing patterns**	
Week 6 Marriage	**<u>CHANGING PATTERN OF MARRIAGE</u>** - Number of marriage declining - People are marrying later (30s) - 2005 – Civil Partnerships allowed - 2014 Same sea couples can marry <u>Increased cohabitation</u> (living together not married) - Trial marriage - Alternative to marriage - Cheaper than marriage - Change in social attitudes <u>Births Outside Marriage</u> (increased 43% in 2066) - No stigma - Increased cohabitation	**<u>MARRIAGE GLOBALLY</u>** In UK monogamy only formed if marriage allowed. In other areas of the world there are other options. <u>Polygamy</u> – husbands having more than one wife (Mormons in Utah USA) <u>Polyandry</u> women has more than one husband (Tibet) <u>Arranged Marriages</u> – marriages decided by your parents/relatives. Sometimes suitable partners are selected & you can choose. <u>Forced Arranged Marriage</u> – made to marry even against your will. This is illegal in the UK.	**<u>CHANGES IN FERTILITY</u>** -Women born in the UK are having fewer children, 1935 = 2.42, 1970 = 1.9 -Age women are having children is increasing, in 1970 = 26, in 2014 = 31 <u>Why are things changing?</u> -Economic reasons – women needed more children to go to work in the 19th Century now they are working having careers before children. -Children are expensive (£67,000+ by 18) -Later marriage -Women more independent -Effective birth control -Women choosing to be childless by choice
		<u>ONE PARENT TRENDS</u> - Proportion of children living in one parent families has increased since 1970 = 24% - Most live with their mothers **<u>JEWSON</u>** Afro-Caribbean have been even higher percentage but Asians lower but its rising **<u>WHY ARE THERE SO MANY LONE FAMILIES</u>** - Increase in divorce - Changing social attitudes - Decline in moral standards - Women choosing to have children alone	**Types of Marriage** <u>Monogamy:</u> being married to one person at a time <u>Polygamy:</u> married to more than one person at the same time <u>Bigamy:</u> offence of being married to more than one person

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Question Title……....…

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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.

Date / /

Topic

WEEK 1

Questions	Notes

Summary

Date / / Topic

Questions	Notes

Summary

Date / /

Topic

WEEK 3

Questions	Notes

Summary

Date / / Topic

Questions	Notes

Summary

Date / /

Topic

WEEK 5

Questions	Notes

Summary

Date / / Topic

Questions	Notes

Summary

Revision Page

Revision Page

Revision Page

Revision Page

Revision Page

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Revision Page

Revision Card on Changing Relationships

11. What are conjugal roles?

2.What are symmetrical families?

3. Whose theory is symmetrical families?

4. What are power relations?

5. How many times does a women suffer domestic abuse before she reports it?

6. How have relationships between parents and children changed?

7. What is the Dual Burden and the Triple Shift?

Answers

Revision Card on Divorce

1. What are Boomerang children?
2. What is life expectancy?
3. How long is a person born in 2014 expected to live?
4. Why are people living longer?
5. What % of female adults see their mum every day?
6. What is a sandwich generation?
7. What is an empty shell marriage?

Answers

Revision Card on Patterns of marriage

1 What is monogamy?

2. What is bygamy?

3. What percentage of births happen outside of marriage?

4. When was same sex marraige allowed in England?

6. What is a forced arranged marraige?

7. Why are there so many lone parent families ?

Answers