

Curriculum intent

The Sociology Department at Ecclesbourne believe that the study of society is the most crucial means by which students can contextualise themselves in the modern world and understand why things are the way they are. We believe that students can quench their thirst to find a place in the world by analysing how society can be understood so that they can find their way through it and understand why they take the stands that they do. The opportunity to analyse the big theories about how our society works and fits together, regardless of whether students find them agreeable, allows those who take Sociology to apply critical thinking, understand the power of bias and thus take a more active role in shaping who they shall become, what society they will take part in and, ultimately, shaping the world in which they wish to live.

We do not believe that students can take this tiller of their own destiny and learning without mastering the over-arching concepts that underpin the subject and the world in general:

- Socialisation, culture and identity: How humans create who they are and the themes and influences that play on us throughout our lives, conscious and unconscious.
- Social differentiation, power and stratification: How groups, individuals and institutions in society come into being and interact with one another.
- Sociological theories, perspectives and methods: How different groups and schools of thought view and understand society, to lay challenge to students' own interpretation of what they see around them and offer the opportunity to increase their ability to analyse what they may otherwise take for granted.
- Research creation: Finally, and arguably most importantly for future study of Sociology, how to design and carry out research studies to answer specific questions about the nature of society and explain how things work, or do not.

Thus the aims of Sociology are to furnish students with an ability to analyse their own experiences and those of others dispassionately but with the ability to understand experiences that are not their own. In short, to nurture compassion with the scientific basis to allow for academic study rather than a reliance on anecdotal data and assumptions.

To this end, Sociology settled on the AQA specification as the best available to allow for students to begin understanding how society operates and to equip them best to design and carry out their own studies in the future. This informs the structure of the learning that the Department offers, beginning with the study of two major themes in concert: Education and Families and Households in Year 12. These allow for the illustration of the key ways in which sociological studies can be designed and undertaken as well as providing a backdrop to understand the main Modernist and Post-Modern perspectives.

Toward the end of Year 12 and into Year 13 these foundations are built upon further by studying Global Development and Crime and Deviance. These topics stretch the understanding of UK culture out into the entire world and examine the role of development in international relations and how deviance in society can be studied, understood and explained on a local, national and international manner.

Collectively, these topics allow students to engage with the world around them in new ways and with the curiosity demanded by the modern connected world of which they are a part. It allows them to engage with a world that is emerging as post-truth in a critical and effective manner, to cut through the noise and quest after the truth, encouraging discussion, debate and engagement with points of view that may not be their own, tackling perspectives that they may have heard of but not

be aware of what they stand for and mean such as Functionalism; Marxism; Feminism and Post-Modernism. The course content provides a spring-board for students to apply what they have learned in other contexts and to even analyse the course itself using what they have learned in the Education aspect of the course. Thus students are inspired to strive to achieve their full potential, to actualise as human beings and academic scholars, joining with the general mission of Ecclesbourne Sixth Form to develop their academic maturity, resilience in development, self-discipline and motivation and engaging time management skills.

Ultimately we hope that Sociologists who complete the course are able to be the change that they wish to see in the world, embodying the values of Ecclesbourne thoughtfully and consciously.

Curriculum implementation:

YEAR 12	
Autumn Term – Half Term 1	
Education: Part I	Families and Households: Phase I
<p>Students will be faced with sociological perspectives and studies analysing:</p> <ul style="list-style-type: none"> • The role and function of the education system, including its relationship with the economy and socialising students from a functionalist perspective. • Theories surrounding the meritocratic nature of the education system and the role this plays in serving the economy. • The relationship between education and class structure, including examining education from a Marxist perspective. • Criticisms of structured theories on the education system, including from the post-modern perspective. • New Right and Neoliberal theories on education, the meritocratic nature of education and the marketisation of education. Evaluation of the marketisation of education and its consequences. 	<p>Students will be faced with sociological perspectives and studies analysing:</p> <ul style="list-style-type: none"> • The concept of Families and Households, including the functionalist perspective of what constitutes a nuclear family • Power relationships within couples, including the role of money and decision-making; gender scripts; division of labour and the dark side of the family • Childhood: the construction of it in different societies and the interpretation of its development, including the dark side of childhood and theories as to why it is the case • Perspectives on the Family as a concept: principally looking at Functionalism, Marxism, Feminism and Post-Modern examples of differing studies • Demographic changes in the UK and how these affect the make-up of society, including globalisation, immigration, changing methods of identity and the role of an ageing population
<p>Links with prior learning</p> <p>This builds on the analytical skills that students have been gaining in a wide variety of subjects in GCSE and Key Stage 3 from a wide variety of backgrounds.</p> <p>Links between parts of the course and theories on society (both units in this first term of Yr 12), theoretical perspectives explored in greater depth (Yr 13), links between meritocracy and social class differences in achievement (Yr12), the connection between Marxist perspectives on education and differences in achievement (Yr12), the rationale between government policy and New Right ideology (Yr 12), the experiences of childhood and the way in which education links with class (Yr 12).</p>	
Autumn Term – Half Term 2	
Education II	Families and Households: Phase II
<p>Students will be faced with sociological perspectives and studies analysing:</p> <ul style="list-style-type: none"> • External reasons for the for differences in class and achievement, including cultural deprivation, language codes, parenting styles, parent's education, material deprivation, housing, diet and health, the cost of schooling and cultural capital. • Internal reasons for the differences in class and achievement, including teacher labelling, self-fulfilling prophecies, sub-cultures, streaming and setting. • How education reinforces class identity including habitus, symbolic violence and 'Nike identities'. • External reasons for the differences in gender and achievement, including the impact of feminism, changes to family structure, changes in the world of work and raising ambitions. 	<p>Students will be faced with sociological perspectives and studies analysing:</p> <ul style="list-style-type: none"> • Changing patterns of marriage, divorce, remarriage and other methods of cohabitation and relationship that impact households and childhood, including one person households, single parent families and blended families • Government policy on the family and households, including how governments have responded to demographic changes and changes in how society views families – or the other way around <p>In this half term there will be greater attention paid to translation of what students know to being able to answer specific questions:</p> <ul style="list-style-type: none"> • How to approach Sociological questions about families and households • How to analyse perspectives against one another using what has been learned

<p>Prior learning to reactivate Links to the theories covered in the first half-term (Yr12), the relationship between class and offending (Yr13), links to gender and offending (Yr13), feminist theory and its application to society (Yr 12 family and households and Yr 13), links to family and households and changes to family structure as a cause of educational underachievement (Yr12), interpretivism and labelling theory (Yr13), Perspectives on Families and Households with the general Theories of sociology (Yr 13), The links between demographics and government policy (Yr 12) and wider global demographic trends and Neo-Malthusianism (Yr 13).</p>	
Spring Term – Half Term 1	
Education III	Research Methods I
<p>Students will be faced with sociological perspectives and studies analysing:</p> <ul style="list-style-type: none"> • Internal reasons for the differences in gender and achievement, including teacher labelling, subcultures. Government policies and changes of the curriculum. • The relationship between subject choice and gender, including the world of work, peer pressure and gendered subject images. • The reasons why boys seem to be underachieving, including a crisis of masculinity, decline of traditional jobs, poor literacy and male sub-cultures. • How education reinforces gender identity. • External reasons for the differences in ethnicity and achievement, including family structures, responses to racism, role models in society, cultural deprivation and the relationship between class and ethnicity. 	<p>Sociological Theory and Methods:</p> <ul style="list-style-type: none"> • quantitative and qualitative methods of research; research design • sources of data, including questionnaires, interviews, participant and non-participant observation • the distinction between primary and secondary data, and between quantitative and qualitative data • the relationship between positivism, interpretivism and sociological methods; the nature of ‘social facts’ • the theoretical, practical and ethical considerations influencing choice of topic, choice of method(s) and the conduct of research • consensus, conflict, structural and social action theories • the concepts of modernity and post-modernity in relation to sociological theory • the nature of science and the extent to which Sociology can be regarded as scientific • the relationship between theory and methods • debates about subjectivity, objectivity and value freedom • the relationship between Sociology and social policy
Links with prior learning	
<p>Prior learning to reactivate Connections with gender and offending (Yr13), the role of government policy (Yr13), post modernity as a cause of male underachievement (Yr13), changes in government policy (Yr13 and Yr 12), links to cultural and material deprivation (Yr12), Theories of Society (such as Marxism, Feminism, Functionalism and Post-Modernism, Yr13), Research Methods in context in Crime and Deviance (Yr 13) and the context of Education (Yr 12) will link with work on Research Methods this term.</p>	
Spring Term – Half Term 2	
Education IV	Research Methods II

<p>Students will be faced with sociological perspectives and studies analysing:</p> <ul style="list-style-type: none"> • Internal reasons for the differences in ethnicity and achievement, the ethnocentric curriculum, the ethnocentric structure of schools, responses to teacher racism, teacher labelling, pupil subcultures. • Government policy, education and its effects, including the Tripartite system, the Comprehensive system, the Education Reform Act of 1988, policy under New Labour, changes in education since 2010. The impact these policies have on inequality. • Preparation for the Method in context examination question, including exploring the challenging of researching in schools, the challenging of researching parents, pupils and teachers, the challenging of using secondary information on schools and the challenges of gaining access to educational institutions. 	<p>Sociological research methods and theories <i>in context</i>:</p> <ul style="list-style-type: none"> • quantitative and qualitative methods of research; research design • sources of data, including experiments, documents and official statistics • the distinction between primary and secondary data, and between quantitative and qualitative data • the relationship between positivism, interpretivism and sociological methods; the nature of 'social facts' • the theoretical, practical and ethical considerations influencing choice of topic, choice of method(s) and the conduct of research • consensus, conflict, structural and social action theories • the concepts of modernity and post-modernity in relation to sociological theory • the nature of science and the extent to which Sociology can be regarded as scientific • the relationship between theory and methods • debates about subjectivity, objectivity and value freedom • the relationship between Sociology and social policy.
Links with prior learning	
<p>Prior learning to reactivate</p> <p>Links with interpretivism and labelling theory (Yr 13), theoretical reasons for changes in policy (Yr 12 and Yr 13), there are links between Research Methods covered and the context of Education (Yr 12) and links to work undertaken on Theories and Methods undertaken in Crime and Deviance (Yr 13) as well as links to studies in Families and Households covering division of labour and the experience of childhood (Yr 12).</p>	
Summer Term – Half Term 1	
Revision programme	Revision and Examination Preparation
Summer Term – Half Term 2	
Crime and Deviance	Global Development Phase I
<p>What are crime and deviance?</p> <ul style="list-style-type: none"> • An introduction to Crime and deviance as social constructs • Early theories on why some turn to crime, including an exploration of Lombroso, Hans Eysenk and genetic explanations of offending. <p>Consensus theories on crime</p> <ul style="list-style-type: none"> • Functionalist theories on crime, including the positive functions of crime, anomie, the relationship between crime and norms and values, Hirshci and bonds of attachments. • Merton's Strain Theory, the American Dream and how economic structures can lead to crime. • Subcultural theories, including Cohen and status frustration, Cloward and Ohlin <p>Marxist theories on crime</p>	<p>What is Development?</p> <ul style="list-style-type: none"> • How sociologists measure development economically and socially • Why it is important how we measure the development of nations <p>Modernization Theory</p> <ul style="list-style-type: none"> • The origins of the theory and how it can be applied to the nations of the world • How Modernization Theory was developed and changed in the 1950s and 1960s to become a sociological rather than economic theory • The criticisms of the theory, including ethnocentrism, neo-liberalism and ecological and social damage • A defence of Modernization Theory and the development to include cultural zones in a world post War on Terror and Post Pandemic

<ul style="list-style-type: none"> How the economic structures lead to crime, including how capitalism is criminogenic, how the state has a monopoly on creating laws, selective enforcement and the ideology functions on crime. Corporate crime, white collar crime and elite crime. Neo Marxist views on crime, including critical criminology, Taylor, Walton and Young, Fully Social Theory of Deviance, Stuart Hall and Policing the Crisis. 	<p>An introduction to competing theories of development:</p> <ul style="list-style-type: none"> The concept of colonialism and the impact on continents such as Africa and America The New International Division of Labour and the way in which that has coloured understanding of developing nations Neo-colonialism and the role of Trans-National Corporations
Links with prior learning	
<p>Prior learning to reactivate Connection with theories in first units (Yr12) and the exploration social constructs, theories and interpretivism (Yr13), social class and crime (Yr 13), links between Marxist views and state crime (Yr13), connection between 'Policing the Crisis' and ethnicity (Yr13), the formation of sub-cultures in education leading to an alternative status hierarchy (Yr12) Slavery and Empire (History, Y8); Martyrs and Terror (History, Y7); Islam (RS, Y7 and RS GCSE). There are links to be made between Modern Societies in Global Development with demographic context from the Families and Households course (Yr 12).</p>	

YEAR 13	
Autumn Term – Half Term 1	
Crime and Deviance	Global Development Phase II: And now, a word from our Corporate Sponsors
<p>Labelling theory and crime</p> <ul style="list-style-type: none"> How crime and deviance are social constructs and justice can be negotiated. The various ways that labelling can lead to further deviance, including Edwin Lemert and secondary deviance, Jock Young and hippies, Stanley Cohen and Folk Devils and Moral Panics. Disintegrative and reintegrative shaming Mental health and suicide <p>Realist theories and crime</p> <ul style="list-style-type: none"> Right realist views on the causes of crime including the underclass, decline of the social fabric of society and crime as a choice. Right realist views on how to prevent crime, including Wilson and Kelling, rational choice theory, zero tolerance and broken windows theory. Left realist views on the causes of crime, including marginalisation, relative deprivation and late modernity, exclusion and crime. 	<p>Dependency Theories:</p> <ul style="list-style-type: none"> Underdevelopment and Dependency Theories World Systems Theory The impact of FairTrade and UN Campaigns <p>Globalisation</p> <ul style="list-style-type: none"> Definitions of Globalisation Economic and Cultural Globalisation TNCs and corporate rubes Mobile phones and reverse Globalisation Responses to Globalisation <p>Trade and Aid</p> <ul style="list-style-type: none"> Modernization style aid programmes: a history The UK and responsibility for aid Criticising Aid: the roles of the World Bank, IMF, Neo-colonialism and gender Trade as a solution to poverty <p>TNCs, IGOs and NGOs</p> <ul style="list-style-type: none"> Examples of TNCs and their impact on development, both positive and negative Examples of IGOs (World Bank, IMF, UN) and their impact on development

<ul style="list-style-type: none"> Left realist views on how to prevent crime, including community crime prevention, policing and control and government policies. 	<ul style="list-style-type: none"> Examples of NGOs (charities and non-profits) and their impact on development and social change#
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Links with prior learning

Prior learning to reactivate
 Globalisation (Geography A Level); TNCs (Geography GCSE and A Level); the development of the United Nations and the aid programme following the end of the Second World War (History, Y9 and GCSE); The Cold War (History, Y9 and GCSE)
 Interpretivism and social action theories (Yr13), labelling theory as a cause of underachievement in education (Yr12), the relationship the labelling and the media and crime (Yr13) the role of sociology and government policy (Yr12 and 13), crime prevention and control (Yr13).
 This will also make links between the Global Development studies of theories of development with what was studied at the end of the previous year as a means of re-introducing the course and consolidating what is known.

Autumn Term – Half Term 2

Crime and Deviance	Global Development Phase III: Industrialisation, Urbanisation and the Environment
<p>Gender and crime</p> <ul style="list-style-type: none"> Patterns in offending and the nature of crime statistics. Why is there is difference in crime and gender? The case that female crime is recorded less often with Chivalry theses and the case that women commit less crime and the reasons, including domestic roles, socialisation, patriarchal control and the relationship between class, gender and crime. Why there has been an increase in female offending rates. The demonization of female offenders. Explanations of why men commit more crime, including hegemonic masculinity and the impact of post-modernity on masculinity. Gender and victimisation <p>Ethnicity and crime</p> <ul style="list-style-type: none"> Identifying the patterns that relate to ethnicity and offending. The problem with official statistics and ethnic offending. 	<p>Industrialisation:</p> <ul style="list-style-type: none"> Import Substitution Industrialisation and the impact on development (specifically South America) MacDonaldization, world trade and development: the role of systems and the production process North and South: a global tale of differences in development <p>Urbanisation:</p> <ul style="list-style-type: none"> Defining Urbanisation; what it is, how it takes pace: push and pull factors Dual Economy and criminal behavior Advantages of urban living in actualizing human potential (Inkeles vs Peace) <p>Environment:</p> <ul style="list-style-type: none"> The story of climate change in popular consciousness The 'Global Commons' and the tragedy of them The effects of climate change: how climate change affects the least developed first

<ul style="list-style-type: none"> • The difference in self-report studies, official statistics and victim surveys. • The explanations of the patterns of ethnicity and offending, including policing, stop and search tactics, the criminal justice systems, prosecution and sentencing, left realist and neo-Marxist approaches. • Ethnicity and victimisation. 	
<p>Prior learning to reactivate Connections to feminism and its impact on society (Yr13), the impact on gender on achievement (Yr12), sex role theory and domestic roles in the household (Yr12), different sources of data and the impact on findings (Yr13 and methods in Yr 12 and Yr13), labelling theory and interpretivist perspectives on the cause of arrest (Yr13). Links are made between global demographic trends and the demographic changes noted in Families and Households (Yr 12), between the Global Commons as discussed in Geography (Yr 12).</p>	
<p align="center">Spring Term – Half Term 1</p>	
<p align="center">Crime and Deviance</p>	<p align="center">Global Development Phase IV: Gender, War and Population</p>
<p>The media and crime</p> <ul style="list-style-type: none"> • How the media represents crime, including news values and fictional representations. • How the media can cause crime, including by creating a fear of crime, relative deprivation, cultural criminology. • Moral panics and the role the media plays in amplifying crime including an exploration of Stanley Cohen’s ‘Folk Devils and Moral Panics’. • Cyber-crime and the impact of the globalisation on the media and crime. <p>Globalisation, Green Crime, Human Rights and State crime</p> <ul style="list-style-type: none"> • The need to evaluate our definition of what is criminal. • Globalisation of the economy and the relationship with crime, including global risk consciousness, crimes of globalisation, ‘glocal’ organisation of crime and Misha Glenny’s study- ‘McMafia’. • Green crime and changing views on how crime should be perceived. We will explore ideas including green criminology, types of green crime (including primary and secondary), global risk society and the environment • The relationship between the state and crime, including why state crime should be taken seriously, case studies of state crimes, the relationship between corporations and state crime, war crimes, the culture of denial and the use of human rights to define what is criminal. 	<p>Neo-Malthusianism and Health:</p> <ul style="list-style-type: none"> • The theory of over-population, including the critique of this in terms of resource management • Health and culture and population trends • The issues with global demographics <p>War and Conflict:</p> <ul style="list-style-type: none"> • Different types of wars and their effects on development • Gender in war • Youth in war • The ‘coup trap’ <p>Gender in the developing world:</p> <ul style="list-style-type: none"> • Industrialisation and women: skills and the definition of training • TNCs and the employment of women, including the Marxist Feminist and Radical Feminist perspectives • The changing role of women in development

Prior learning to reactivate

Clear connections can be made between how crime is changing and globalisation (Yr13), the role the media plays in creating and reinforcing labels (Yr13), Stuart Hall's 'Policing the Crisis' and ethnicity and offending (Yr13), state crime and Marxist views (Yr12 and Yr13), gender in the division of labour and the wider global context (Yr 12), Neo-malthusianism and government policy in Families and Households (Yr 12), War and State Crime in Crime and Deviance (Yr 13)

Spring Term – Half Term 2

Crime and Deviance	Theories and Perspectives
<p>The relationship between class and crime</p> <ul style="list-style-type: none"> A look back through the studies we have explored in the crime and deviance course with a focus on how they relate to social class and the patterns with offending. <p>Control, punishment and victimology</p> <ul style="list-style-type: none"> How can we prevent crime? Exploring ideas such as situational crime prevention, displacement, environmental crime prevention and social and community crime prevention. Surveillance and how it can impact on society through an exploration of Foucault's Birth of the Prison and his focus on 'Panopticism', how theories of surveillance have changed since Foucault with advances in technology. Punishment in society and the role it plays. Students will explore the aims of punishment, the functionalist and Marxist perspectives and how approaches to imprisonment have changed today. Patterns and explanations of victimisation and crime, including positivist victimology and critical victimology. 	<p>Objectivity and Values:</p> <ul style="list-style-type: none"> The problem of objectivity and truth The role of Sociology as a science or study <p>Modernist Theories:</p> <ul style="list-style-type: none"> Functionalism Marxism Feminism <p>Post Modernism:</p> <ul style="list-style-type: none"> Relationship between Sociology and social policy Social Action theories, interpretivists and ethno-methodology <p>Revisiting Research Methods: developing the differences between qualitative and quantitative approaches</p>

Prior learning to reactivate

Social class and education (Yr12), theoretical perspectives on the relationship between class and power (Yr 12 and Yr13), realist views on the prevention of crime (Yr13), post-modernism and the work of Foucault (Yr13), victimisation and different social groups (Yr13). The study of Theories and Perspectives makes clear links with all topics that have been previously studied and the way in which they are interpreted by different perspectives and schools of thought (Yr 12 and Yr 13). These perspectives have been the main underlying thrust of all that has been studied so far so all examples will be of use to illustrate the points that are being studied this half term.

Summer Term – Half Term 1

Revision	Revision
Study leave	Study leave

Summer Term – Half Term 2

How you are assessed

Assessment Objectives:

AO1: Demonstrate knowledge and understanding of:

- sociological theories, concepts and evidence
- sociological research methods

AO2: Apply sociological theories, concepts, evidence and research methods to a range of issues

AO3: Analyse and evaluate sociological theories, concepts, evidence and research methods in order to:

- present arguments
- make judgements
- draw conclusions

Assessment objectives (AOs)	Component weightings (approx %)			Overall weighting (approx %)
	Paper 1	Paper 2	Paper 3	
AO1	15	13	16	44
AO2	11	11	9	31
AO3	8	9	8	25
Overall weighting of components	33.33	33.33	33.33	100

Structure of Assessment

Component	Maximum raw mark	Scaling factor	Maximum scaled mark
Paper 1: Education with Theory and Methods	80	x1	80
Paper 2: Topics in Sociology	80	x1	80
Paper 3: Crime and Deviance with Theory and Methods	80	x1	80
Total scaled mark:			240

Enrichment – How can you deepen your understanding of Sociology?

There follows a, by nature incomplete, list of potential films and books to augment your study and enrich your experience. However, these are merely suggestions and by no means an exhaustive list. Use these to challenge your own views, to sharpen your critique and widen your experience.

Film: Louis Theroux's series; *Anywhere but Westminster* on the Pandemic; Disney films (especially the animated musicals); *Mad Max: Fury Road*; *Fight Club*; *Lord of War*; *Catfish*; *The Freedom Writers*; *I, Daniel Blake*; *Pride*.

Literature: *Politics of Breastfeeding* G. Palmer; *Chavs* O. Jones; *The Descent of Man*, G. Perry; *The Sociology of Housework*, A. Oakley; *In Our Hands*, Charles Murray; *Freakonomics*, S. Dubner & S. Levitt; *Undercover Economist*, T. Harford; *No Logo*, N. Klein.

Impact

What skills will the study of Sociology teach you?

As sociologists we are constantly observing the way the world works around us and seeking to understand why that is so; we are constantly undercover researchers of society. However, academically you can expect to be taught and challenged to:

- Analyse issues and events around you
- Express your ideas both orally and in written form
- Put forward ideas and arguments in a concise manner
- Analyse, interpret and understand research and how it has been carried out
- Base conclusions on research and generate further ideas
- Organise material in a logical and coherent way
- Be independent
- Pose questions and seek answers – a love of enquiry

What will you know and understand from your study of Sociology?

- You will understand people and societies. The study of Sociology allows us to investigate how people and societies behave. Students need to develop some sense of how societies function, simply to run their own lives. And this study will allow you to critically evaluate the society around you, seeking to understand how it functions and operates.
- You will understand modern events and current issues. Sociology will give you the tools to try to use different interpretations of society to explain behaviours in order to find a 'best fit' solution – it won't convert you into an ideologue or to a particular perspective, but it will allow you to use perspectives that you may not have been familiar with to make society easier to understand and explain.

Studying Sociology will test your own understanding of why things are the way they are and challenge your interpretation of the world and other people. It will allow you to analyse things as disparate as adverts, media, parents, children, friends, peers, education and news stories. Why is the focus on one event and not another? Why is a particular person being interviewed and another not? What is the balance being struck on the news? Why does a film have a particular narrative and why do the characters get the lines they do?

Future employment opportunities

One of the most compelling further employment prospects for Sociology is, of course, considering going further with the study of society and how it all works by considering taking it as a degree or other higher educational qualification. Sociologists are highly sought after in a wide variety of applications and areas of employment and those with a degree in the subject can find themselves in high demand in today's job market.

Indeed, many of the options open to those with the skills and knowledge provided for future employment are somewhat surprising in their diversity and direction. A brief selection may include the following:

Town planner; Journalist; Researcher; Civil Service career; HR Director; Political Risk Analyst; Market Researcher; Educational Consultant; Forensic Scientist; Data Analyst or even Politician!

These are in addition to the most common careers with a Sociology degree, according to the job site [Prospects](#):

- Advice Worker
- Community Development worker
- College Lecturer
- University Lecturer
- Housing Manager / Officer
- Marketing Executive
- Police Officer
- Policy Officer
- Secondary School Teacher
- Social Researcher
- Youth Worker
- Charity Officer
- Civil Service Administrator
- Family Support Worker
- Human Resources Officer
- International Aid Worker
- Life Coach
- Probation Officer
- Public Relations Officer
- Social Worker
- SENCO