



Schola Europaea / Office of the Secretary-General

Pedagogical Development Unit

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## **Sociology – Complementary Course (S6-S7)**

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Approved by the Joint Teaching Committee at its meeting on 7 and 8 February 2019 in Brussels

Entry into force on 1 September 2019 for S6  
on 1 September 2020 for S7

Attainment descriptors: on 1 September 2019 for S6  
on 1 September 2020 for S7

This syllabus is intended to contribute to the civic and democratic education of students of the European Schools, as twenty-first century citizens.

The main aim of the sociology syllabus is to give teachers the freedom to deal with the sociological concepts and theories best suited to the present-day world, so that they can tailor them to their students' specific characteristics in a multidisciplinary and multicultural atmosphere, as is, moreover, the case in the European Schools.

## **1. General objectives**

The European Schools have the two tasks of providing formal education and of promoting students' personal development in a wider social and cultural context. Formal education basically involves the acquisition of competences – knowledge, skills and attitudes – in a range of subject areas. Personal development takes place in a whole range of intellectual, moral, social and cultural contexts. It involves an awareness on students' part of appropriate behaviour, an understanding of the environment in which they work and live and development of their individual identity.

Achievement of those two objectives relies on instilling in students a growing awareness of the riches of European culture. Awareness and experience of a shared European life should lead students to show greater respect for the traditions of each individual country and region in Europe, whilst developing and preserving their own national identities.

Students of the European Schools are future citizens of Europe and the world. As such, they need a range of key competences if they are to be able to meet the challenges of a rapidly-changing world. In 2006, the European Council and the European Parliament adopted a European Framework for Key Competences for Lifelong Learning. It identifies eight key competences which all individuals need for personal fulfilment and development, for active citizenship, for social inclusion and for employment:

1. Communication in the mother tongue
2. Communication in foreign languages
3. Mathematical competence and basic competences in science and technology
4. Digital competence

5. Learning to learn
6. Social and civic competences
7. Sense of initiative and entrepreneurship
8. Cultural awareness and expression.

The European Schools' curricula seek to develop all these key competences in students.

## **2. Didactic principles**

### **General principles**

The aims of the syllabus are based on the following didactic principles:

- Understanding of sociology as a subject, making for better understanding of the operation of our society and the interactions and conflicts that occur in it, but also how individuals' real-life experience influences their actions.
- Understanding of past and present social phenomena.
- Understanding of sociological phenomena, nationally and internationally.

Pedagogical approaches for years 6 and 7:

- Students gradually become autonomous in their educational development.
- It will be possible for the concepts looked at in class to be applied practically in their everyday life.
- They will develop an ability to understand, discuss and analyse sociological ideas and concepts through their national language or their vehicular language.
- Teachers are strongly encouraged to make connections between the different human sciences subjects (in particular with history, geography, political science and economics) and students' experiences.

### **Teaching methods for years 6 & 7:**

- Written exercises during the year (essays, analysis of documents, research work). These exercises will be done either in class or at home.
- Oral presentations (individual or group).
- Participation in class (debates).
- Group and project week.

- Using different educational tools (school library, reporting, traditional media, electronic media).
- Research work in the field, external contributors (optional).
- Group and individual assessment.
- Differentiation.
- Self-assessment and assessment by peers.

### **3. Learning objectives**

Mastery of competences and skills is gradually acquired and is fully integrated into study of the curriculum throughout the two years of the course. At the end of the course, students will be capable of achieving the following objectives from a pedagogical viewpoint:

#### **Research competences and skills**

- Do research that develops and/or tests hypotheses.
- Analyse and interpret various sources (e.g. graphs, statistical data, press articles).
- Evaluate the possible consequences of facts or events in sociological terms.
- Present the outcome of a piece of research work, in written or oral form.
- Argue and defend sociological hypotheses.

#### **Scientific competences and skills**

- Collect information, create categories, compare and contrast them and frame a theoretical generality.
- Uncover 'hidden meaning' and make social phenomena understandable.
- Classify statistical data, bring out correlations and causalities, then compare the hypotheses with the results.
- Analyse the content of documents, highlighting the themes and the vocabulary used.

#### **Analytical and synthetical competences and skills**

- Apply classical and contemporary sociological theories and concepts to the social world.
- Analyse the hypotheses of those different theories.
- Explain that the development of those theories merely reflects a particular situation in a social context at a given point in time.

#### **Communication competences and skills**

- Write essays relating to the course or communicate the research results orally.
- Argue and defend a concept during an open/adversarial debate.

## 4. Contents

The sociology course is delivered over a period of two years. Each part of the syllabus must be covered in the year concerned (S6 and S7). All topics must be covered but the teacher can:

- (a) decide how they will be dealt with
- (b) decide on the order in which the themes will be presented.

The lists of key words are not exhaustive. The selection can be made by the teacher when he/she is organising the planning of his/her teaching.

The intensity with which the topic will be dealt with be dependent on the teacher's choice and in line with the characteristics of the classes.

| S6 Basic competences   | Key words   |
|--|---|
| <b><u>Introduction to sociology</u></b>  |   |
| Students must be capable of defining what sociology is, the methods used and the links with the other human sciences.  | <ul style="list-style-type: none"> <li>• <i>socialisation, cultures, identities, roles, values, laws, norms, social control, deviances, sociology, analysis, quantitative method, qualitative method, human sciences, methodological positions, statistics.</i></li> </ul>  |
| <b><u>Social structure and social mobility</u></b>   |   |
| <p>Students must be capable of:</p> <ul style="list-style-type: none"> <li>• defining what is meant by social stratification</li> <li>• comparing the different forms and types of social hierarchy</li> <li>• explaining the developments in European society from the eighteenth century up to the present day</li> <li>• highlighting the different social classes and social inequalities</li> <li>• explaining the links between social classes, health, lifespan and employment</li> <li>• describing the failed attempts to redistribute wealth and income</li> <li>• explaining why women have a greater chance of being poor than men</li> <li>• understanding the different forms of capital: economic, social and cultural capital</li> <li>• determining the developments and the obstacles to social mobility.</li> </ul> | <ul style="list-style-type: none"> <li>• <i>Marx, Weber, functionalism</i></li> <li>• <i>distribution of income and of wealth, poverty</i></li> <li>• <i>lower classes, middle classes, upper classes, social hierarchy</i></li> <li>• <i>proletariat, bourgeoisie, class struggle</i></li> <li>• <i>social exclusion, marginalisation</i></li> <li>• <i>welfare state</i></li> <li>• <i>social reproduction, Bourdieu</i></li> <li>• <i>social status, social stratification, social change</i></li> <li>• <i>caste, feudalism</i></li> <li>• <i>equal rights, living conditions/standards, meritocracy, consensus theory</i></li> <li>• <i>industrial revolution(s).</i></li> </ul> |

**Immigration and populism**

Students must be capable of:

- analysing the issue of migration on a continental and global scale with a historical perspective
- explaining the rise of populist movements in Europe and in the world in the twenty-first century
- analysing populist discourse and messages and their success
- understanding the reasons for intra-European migration
- analysing the place held by ethnic minorities in our societies
- describing the social inequalities faced by ethnic minorities within our societies
- evaluating the inclusion of immigrants and their offspring in the social and national space
- explaining the reasons for these inequalities

- *immigration, migration, economic migration, exiles, refugees,*
- *migratory crisis, Frontex, walls*
- *populism, far right, islamophobia*
- *multiculturalism, interculturality*
- *racism, xenophobia, exclusion*
- *integration, inclusion*

**Deviance and social control**

Students must be capable of:

- defining the norms and values of different societies
- explaining what social control is and how it is applied
- analysing the different forms of youth cultures, of rebellions and of deviance
- explaining the difference between the forms of deviance, illegal acts and crimes
- distinguishing between the different forms of criminality and policies to combat delinquency and crime
- looking critically at crime statistics
- analysing the causes of criminality
- explaining possible solutions to combat delinquency

- *legal norms, social norms, values*
- *formal and informal social control*
- *marginality exclusion, inclusion*
- *deviance, violence*
- *homosexuality, sexuality*
- *youth cultures, tattoos, music, gangs, groups, graffiti*
- *delinquency, repression, prevention, punishments, crime*
- *white collar crime, corporate crime, environmental crime*
- *alcohol, drugs*

| S7 Basic competences  | Key words  |
|---|--|
| <b><u>Developments and major changes in family structure</u></b>  |  |
| <p>Students must be capable of:</p> <ul style="list-style-type: none"> <li>• defining the family, its functions and roles</li> <li>• analysing developments and major changes in the family's role</li> <li>• explaining the new family forms</li> <li>• analysing the calling into question of family structure and the rise of individualism in the West</li> <li>• explaining the development of conjugal roles and of marriage</li> </ul>   | <ul style="list-style-type: none"> <li>• <i>family, socialisation, functionalism, conflictualism</i></li> <li>• <i>generational conflict, heritage, descendants</i></li> <li>• <i>heterosexual and homosexual marriage, divorce, cohabitation, decline of marriage, blended families, celibacy</i></li> <li>• <i>nuclear families, individualism</i></li> <li>• <i>traditional family modified extended family, single-parent family</i></li> <li>• <i>conservatism, feminism</i></li> <li>• <i>demography and birth rate</i></li> <li>• <i>consumption</i></li> </ul> |
| <b><u>Work</u></b>  |  |
| <p>Students must be capable of:</p> <ul style="list-style-type: none"> <li>• describing and explaining the importance of work and the impact that it can have on a person's life and identity</li> <li>• analysing the changes in employment</li> <li>• explaining the impact of work on mental and physical health</li> <li>• describing the causes and consequences of unemployment</li> <li>• identifying the role of trade unions, understanding a social conflict/industrial unrest and the role of conciliation</li> <li>• explaining the effects of technological change and its impact on the world of work</li> <li>• describing how leisure time evolved during the last century in relation to work</li> </ul> | <ul style="list-style-type: none"> <li>• <i>work, robotisation, computerisation, craft production, mechanisation, Fordism, specialisation, division of labour</i></li> <li>• <i>free time, suffering, well-being, satisfaction/alienation</i></li> <li>• <i>fixed-term/permanent contracts, precarious jobs and poverty, trainees/interns, unemployment, flexibility</i></li> <li>• <i>strikes, trade unions</i></li> <li>• <i>qualifications, full-time, part-time</i></li> <li>• <i>offshoring/outsourcing</i></li> <li>• <i>working time, holidays</i></li> </ul>   |
| <b><u>Counter-power and citizen mobilisation movements in the twenty-first century</u></b>  |  |
| <p>Students must be capable of:</p> <ul style="list-style-type: none"> <li>• explaining the role of the mass media in public opinion</li> <li>• describing how laws, the government and other factors can influence the mass media</li> <li>• analysing the role of social media and their power to influence</li> <li>• explaining what citizenship is, its rights and its duties</li> <li>• defining active citizenship and political commitment</li> <li>• explaining the emergence of new social movements</li> </ul>   | <ul style="list-style-type: none"> <li>• <i>manipulation, 'fake news', social media</i></li> <li>• <i>mass media, opinion polls, public opinion, power to influence</i></li> <li>• <i>media monopoly, pluralism, citizens, citizenship</i></li> <li>• <i>terrorism, media coverage</i></li> <li>• <i>Arab Spring movements</i></li> <li>• <i>commitment and abstention, citizen mobilisation</i></li> <li>• <i>populism</i></li> <li>• <i>pressure groups, lobbies</i></li> </ul>  |



**Influences, fashions and behaviour**

Students must be capable of:

- defining what a fashion is and identifying the different forms of fashions (food, clothing, political, cultural, etc.)
  - understanding the role of new technologies in human behaviour
  - analysing the development of social and cultural rules
  - understanding the making of fashion and the role of the social group
- *marketing, consumerism, individualism, conformism and non-conformism*
  - *virtual community, selfie, narcissism*
  - *cult of the body, health, food, social networks, private life and public life, privacy*

## **5. Assessment**

### **Formative assessment (A mark)**

Formative assessment is based on the pedagogical approaches outlined in the learning objectives presented in part 3 but will also take into account:

- Regular attendance, diligence and punctuality
- The efforts made by the student to progress
- Various exercises and tests

### **Summative assessment (B mark)**

For the two years, the B mark is the average of two semester tests, each lasting 45 minutes, with an annual total of four tests. These tests must be based on documents and assess the sociological competences presented in the assessment objectives.

It is also possible to substitute a compulsory personal research task for one of the semester tests.

### **5.1 Assessment objectives**

#### **Knowledge and understanding**

Knowledge of sociological theories and principles

Demonstrate an understanding of a social context at a given point in time.

Demonstrate an understanding of social facts: causes and effects, continuity and change

Look critically at the major changes in our contemporary societies

#### **Application and interpretation**

Apply sociological theories and principles

Use sociological tools to demonstrate a theory

Use and compare the different sources made available to the student

Understand that there are multiple explanations for social events

#### **Summarising and evaluating**

Evaluate the relevance of the sources with respect to the facts dealt with

Summarise arguments drawn from one's personal and academic knowledge

#### **Ability to communicate**

Present coherent, precise and reasoned explanations, both in writing and orally

Demonstrate an ability to produce exhaustively analytical and/or conceptual writing

Demonstrate the ability to carry out research and to organise and reference the results.

## 5.2. Attainment Descriptors:

| <b>Alphabetical grade<br/>Mark<br/>Denominator</b> | <b><u>Assessment objective No 1:</u><br/>Knowledge and<br/>understanding</b>  | <b><u>Assessment objective No<br/>2:</u><br/>Application and<br/>interpretation</b>   | <b><u>Assessment objective No<br/>3:</u><br/>Summarising and<br/>evaluating</b>  | <b><u>Assessment objective No<br/>4:</u><br/>Ability to communicate</b>  |
|--|---|---|--|--|
| <b>A<br/>9.0-10<br/>Excellent</b>                  | The student shows an excellent knowledge:<br>- of sociological theories and principles<br>- of a social context<br>- of social facts.<br>He/She is always capable of looking critically at the major changes in our contemporary societies.         | The student is capable of applying sociological theories and principles excellently.<br>He/She uses sociological tools excellently to demonstrate a theory.<br>He/She uses and compares excellently the different sources made available to him/her.<br>The student understands excellently that there are multiple explanations for social events. | Excellent evaluation of the relevance of sources with respect to the facts dealt with.<br>Excellent summary of arguments drawn from his/her personal and academic knowledge. | Excellent presentation of his/her explanations, both in writing and orally.<br>Demonstrates an ability to produce, exhaustively and excellently, analytical and/or conceptual writing<br>Demonstrates excellent ability to carry out research and to organise and reference the results. |
| <b>B<br/>8.0 – 8.9<br/>Very good</b>               | The student shows a very good knowledge:<br>- of sociological theories and principles<br>- of a social context<br>- of social facts.<br>The student is repeatedly capable of looking critically at the major changes in our contemporary societies. | The student is capable of applying sociological theories and principles very well.<br>He/She uses sociological tools very well to demonstrate a theory.   | Very good evaluation of the relevance of sources with respect to the facts dealt with.<br>Very good summary of arguments drawn from his/her personal and academic knowledge. | Very good presentation of his/her explanations, both in writing and orally.<br>Demonstrates an ability to produce very well analytical and/or conceptual writing.  |

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|  |  | <p>He/She uses and compares very well the different sources made available to him/her.</p> <p>The student understands very well that there are multiple explanations for social events.</p>  |  | <p>Demonstrates very good ability to carry out research and to organise and reference the results.</p>  |
| <p><b>C</b><br/><b>7.0 – 7.9</b><br/><b>Good</b></p>         | <p>The student shows a good knowledge:</p> <ul style="list-style-type: none"> <li>- of sociological theories and principles</li> <li>- of a social context</li> <li>- of social facts.</li> </ul> <p>The student is sometimes capable of looking critically at the major changes in our contemporary societies.</p> <p>.</p> | <p>The student is capable of applying sociological theories and principles well.</p> <p>He/She uses sociological tools well to demonstrate a theory.</p> <p>He/She uses and compares well the different sources made available to him/her.</p> <p>The student understands well that there are multiple explanations for social events.</p> | <p>Good evaluation of the relevance of sources with respect to the facts dealt with.</p> <p>Good summary of arguments drawn from his/her personal and academic knowledge.</p>                      | <p>Good presentation of his/her explanations, both in writing and orally.</p> <p>Demonstrates an ability to produce good analytical and/or conceptual writing</p> <p>Demonstrates good ability to carry out research and to organise and reference the results.</p> |
| <p><b>D</b><br/><b>6.0 - 6.9</b><br/><b>Satisfactory</b></p> | <p>The student shows a satisfactory knowledge:</p> <ul style="list-style-type: none"> <li>- of sociological theories and principles</li> <li>- of a social context</li> <li>- of social facts.</li> </ul>  | <p>The student is capable of applying sociological theories and principles satisfactorily.</p> <p>He/She uses sociological tools satisfactorily to demonstrate a theory.</p>   | <p>Satisfactory evaluation of the relevance of sources with respect to the facts dealt with.</p> <p>Satisfactory summary of some arguments drawn from his/her personal and academic knowledge.</p> | <p>Satisfactory presentation of his/her explanations, both in writing and orally.</p> <p>Demonstrates an ability to produce satisfactorily analytical and/or conceptual writing.</p>  |

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|  | <p>The student looks critically from time to time at the major changes in our contemporary societies.</p> <p>.</p>   | <p>He/She uses and compares satisfactorily the different sources made available to him/her.</p> <p>The student understands satisfactorily that there are multiple explanations for social events.</p>  |  | <p>Demonstrates satisfactory ability to carry out research and to organise and reference the results.</p>  |
| <p><b>E</b><br/><b>5.0 – 5.9</b><br/><b>Sufficient</b></p>               | <p>The student shows a sufficient knowledge:</p> <ul style="list-style-type: none"> <li>- of sociological theories and principles</li> <li>- of a social context</li> <li>- of social facts.</li> </ul> <p>The student looks on rare occasions at the major changes in our contemporary societies.</p>   | <p>He/She is capable, in certain cases, of using sociological tools to demonstrate a theory.</p> <p>He/She is capable of using and comparing sufficiently the different sources made available to him/her.</p> <p>The student understands sufficiently that there are multiple explanations for social events.</p> | <p>Basic evaluation of the relevance of sources with respect to the facts dealt with.</p> <p>Makes efforts to produce an elementary summary of basic arguments drawn from his/her personal and academic knowledge.</p>   | <p>Basic presentation of his/her explanations, both in writing and orally.</p> <p>Demonstrates an ability to produce, in a basic way, analytical and/or conceptual writing</p> <p>Demonstrates sufficient ability to carry out research and to organise and reference the results.</p> |
| <p><b>F</b><br/><b>3.0 – 4.9</b><br/><b>Failed</b><br/><b>(Weak)</b></p> | <p>The student shows an insufficient knowledge:</p> <ul style="list-style-type: none"> <li>- of sociological theories and principles</li> <li>- of a social context</li> <li>- of social facts.</li> </ul> <p>The student fails to look at the major changes in our contemporary societies.</p> <p>.</p> | <p>The student is too rarely capable of using sociological tools to demonstrate a theory.</p> <p>He/She shows difficulty in using and comparing the different sources made available to him/her.</p> <p>The student has difficulty in understanding that there are multiple explanations for social events.</p>    | <p>Has significant difficulty in evaluating the relevance of sources with respect to the facts dealt with.</p> <p>He/She has very significant difficulty in producing an elementary summary of basic arguments drawn from his/her personal and academic knowledge.</p> | <p>Has great difficulty in presenting explanations, both in writing and orally.</p> <p>Great difficulty in producing analytical and/or conceptual writing</p> <p>Great difficulty in carrying out research and in organising and referencing the results.</p>                          |

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| <p><b>FX</b><br/><b>0 - 2.9</b><br/><b>Failed</b><br/><b>(Very weak)</b></p> | <p>The student is incapable of showing knowledge:<br/>- of sociological theories and principles<br/>- of a social context<br/>- of social facts.<br/>He/She is incapable of looking at the major changes in our contemporary societies.</p> | <p>He/She is incapable of using and comparing the different sources made available to him/her.<br/>The student does not understand that there are multiple explanations for social events.</p> | <p>He/She is incapable of evaluating the relevance of sources with respect to the facts dealt with.<br/>He/She is not capable of producing an elementary summary and is not capable of presenting basic arguments drawn from his/her personal and academic knowledge.</p> | <p>He/She is incapable of presenting explanations, both in writing and orally.<br/>He/She is incapable of producing analytical and/or conceptual writing<br/>He/She is incapable of carrying out research and of organising and referencing the results.</p> |
|--|---|--|---|--|