

Subject	Sociology		
Year group	10 and 11 - GCSE		
Overview	<p>GCSE Sociology helps students to gain knowledge and understanding of key social structures, processes and issues through the study of families, education, crime and deviance and social stratification. Students will develop their analytical, assimilation and communication skills by comparing and contrasting perspectives on a variety of social issues, constructing reasoned arguments, making substantiated judgements and drawing reasoned conclusions.</p> <p>By studying sociology, students will develop transferable skills including how to:</p> <ul style="list-style-type: none"> • Investigate facts and make deductions • Develop opinions and new ideas on social issues • Analyse and better understand the social world. <p>Students study key ideas of classical sociologists including Durkheim, Marx and Weber, referencing their view of the world and their contribution to the development of the discipline. Students will also learn how to apply various research methods to different sociological contexts. Students will be introduced to sociological terms and concepts concerned with social structures, social processes and social issues.</p> <p>Subject content:</p> <ul style="list-style-type: none"> • The sociological approach • Social structures, social processes and social issues • Families • Education • Crime and deviance • Social stratification • Sociological research methods <p>This specification requires students to:</p> <ul style="list-style-type: none"> • Draw on information and evidence from different sources and demonstrate the ability to synthesise them • Analyse and evaluate different research methods used in sociological investigations and assess, critically, the appropriateness of their use • Analyse and evaluate information and evidence presented in different written, visual and numerical forms • Apply their understanding to explore and debate the current sociological issues outlined in each of the topic areas • Use sociological theories and evidence to compare and contrast social issues, construct reasoned arguments and debates, make substantiated judgements and draw conclusions • Draw connections between the different topic areas studied. 		
Assessment	<p>Students will sit two papers at the end of their second year (year 11)</p> <table border="1" data-bbox="411 1451 1377 2000"> <tr> <td data-bbox="411 1451 879 2000"> <p>Paper 1: The sociology of families and education</p> <p>What's assessed</p> <ul style="list-style-type: none"> • The sociology of families • The sociology of education • Relevant areas of social theory and methodology <p>Students will be expected to draw on knowledge and understanding of the entire course of study to show a deeper understanding of these topics.</p> <p>How it's assessed</p> <ul style="list-style-type: none"> • Written exam: 1 hour 45 minutes • 100 marks • 50% of GCSE <p>Questions</p> <ul style="list-style-type: none"> • Section A has two multiple choice questions followed by a range of short and extended responses. • Section B has two multiple choice questions followed by a range of short and extended responses. </td> <td data-bbox="879 1451 1377 2000"> <p>+</p> <p>Paper 2: The sociology of crime and deviance and social stratification</p> <p>What's assessed</p> <ul style="list-style-type: none"> • The sociology of crime and deviance • The sociology of social stratification • Relevant areas of social theory and methodology <p>Students will be expected to draw on knowledge and understanding of the entire course of study to show a deeper understanding of these topics.</p> <p>How it's assessed</p> <ul style="list-style-type: none"> • Written exam: 1 hour 45 minutes • 100 marks • 50% of GCSE <p>Questions</p> <ul style="list-style-type: none"> • Section A has two multiple choice questions followed by a range of short and extended responses. • Section B has two multiple choice questions followed by a range of short and extended responses. </td> </tr> </table>	<p>Paper 1: The sociology of families and education</p> <p>What's assessed</p> <ul style="list-style-type: none"> • The sociology of families • The sociology of education • Relevant areas of social theory and methodology <p>Students will be expected to draw on knowledge and understanding of the entire course of study to show a deeper understanding of these topics.</p> <p>How it's assessed</p> <ul style="list-style-type: none"> • Written exam: 1 hour 45 minutes • 100 marks • 50% of GCSE <p>Questions</p> <ul style="list-style-type: none"> • Section A has two multiple choice questions followed by a range of short and extended responses. • Section B has two multiple choice questions followed by a range of short and extended responses. 	<p>+</p> <p>Paper 2: The sociology of crime and deviance and social stratification</p> <p>What's assessed</p> <ul style="list-style-type: none"> • The sociology of crime and deviance • The sociology of social stratification • Relevant areas of social theory and methodology <p>Students will be expected to draw on knowledge and understanding of the entire course of study to show a deeper understanding of these topics.</p> <p>How it's assessed</p> <ul style="list-style-type: none"> • Written exam: 1 hour 45 minutes • 100 marks • 50% of GCSE <p>Questions</p> <ul style="list-style-type: none"> • Section A has two multiple choice questions followed by a range of short and extended responses. • Section B has two multiple choice questions followed by a range of short and extended responses.
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	<p>Students must demonstrate skills that meet three different assessment objectives.</p> <p>AO1: Demonstrate knowledge and understanding of:</p> <ul style="list-style-type: none"> • sociological theories, concepts and evidence • sociological research methods <p>AO2: Apply sociological theories, concepts, evidence and research methods to a range of issues</p> <p>AO3: Analyse and evaluate sociological theories, concepts, evidence and research methods in order to:</p> <ul style="list-style-type: none"> • present arguments • make judgements • Draw conclusions
<p>Year 10/11</p>	<p><u>In year 10 students will learn the following topics:</u></p> <p>1) <u>The sociological approach (half term 1)</u></p> <p>All the content is set in a United Kingdom (UK) context except where otherwise stated.</p> <p>Students must know and understand:</p> <ul style="list-style-type: none"> • Debates within sociology including conflict versus consensus • How sociological knowledge and ideas change over time and how these ideas inform our understanding of the social world • The contextualised work (a sense of time and place) of key classical sociologists Durkheim, Marx and Weber referencing both their view of the world and their contribution to the development of the discipline • Different sociological perspectives on social structures, social processes and social issues, including those informed by: feminism, functionalism, interactionism and Marxism as specified in the topics listed below and key arguments (identified through reading and responding to extracts from key sociological texts) • The interrelationship between the core areas of sociology • How to use sociological research methods as outlined in the topics and how they apply in the specified contexts i.e. families, education, crime and deviance, social stratification. Teachers may encourage their students to undertake small-scale research projects in order to develop their understanding of the practical difficulties faced by the sociologists working in the field • Key sociological terms and concepts concerned with social structures, social processes, social issues, and the explanation of social phenomena including society, socialisation, norms, values, roles, labelling, discrimination, power and authority. <p>1) <u>Families (half term 1 and 2)</u></p> <p>1.1 Functions of families</p> <ul style="list-style-type: none"> • Differing views of the functions of families. • Parsons functionalist perspective on primary socialisation and the stabilisation of adult personalities. <p>1.2 Family forms</p> <ul style="list-style-type: none"> • How family forms differ in the UK and within a global context. • The work of the Rapoport on family diversity. <p>1.3 Conjugal role relationships</p> <ul style="list-style-type: none"> • Different views of conjugal role relationships. • The feminist perspective of Oakley on the idea of the conventional family. <p>1.4 Changing relationships within families</p> <ul style="list-style-type: none"> • Changing relationships within families. • How relationships within families have changed over time. <p>The theory of the symmetrical family and the principle of stratified diffusion developed from the functionalist perspective of Willmott and Young.</p> <p>1.5 Criticisms of family</p> <ul style="list-style-type: none"> • Different criticisms of families (isolation and unrealistic idealisation, loss of traditional functions, lack of contact with wider kinship networks, the status and role of women within families, marital breakdown, dysfunctional families). <p>The work of Zaretsky on developments in families from a Marxist perspective and Delphy and Leonard's feminist</p> <p>1.6 Divorce</p> <p>Changes in the pattern of divorce in Britain since 1945 and the consequences of divorce for family members and structures</p> <p>2) <u>Sociological research methods. (half term 3 and 4)</u></p>

In the context of the various social structures, social processes and social issues detailed in the specification, students should be able to:

- Identify, describe and explain various methods and methodological issues
- Identify and explain the advantages and disadvantages, strengths and weaknesses of a particular method for a specific area of research
- Demonstrate an understanding of the process of research design for a specific area of research, including practical difficulties and ethical issues
- Demonstrate an understanding of the relevance and usefulness of various primary and secondary sources for a specific area of research
- Demonstrate the ability to interpret data presented in a variety of forms.

Research design - Describe and explain the processes involved in research design: the establishment of appropriate aims and relevant hypotheses, the use of pilot studies, the selection of appropriate sampling methods and the analysis of data.

Qualitative and quantitative methods - Describe and explain qualitative and quantitative methods (questionnaires, interviews, observations) and assess the value, application, and strengths and weaknesses of different methods.

Assess the usefulness of the mixed methods approach.

Different types of data - Assess the usefulness of different types of data, qualitative and quantitative data, and official and non-official statistics.

Primary and secondary sources - Describe and explain primary and secondary sources of data.

Interpretation of data - Demonstrate the ability to interpret graphs, diagrams, charts and tables to discern patterns and trends in statistical data.

Practical issues - Practical issues including time, cost and access.

Ethical issues - Ethical issues are consent, confidentiality and harm to participants and how the issues can be addressed.

3) Education (half term 5 and half term 6)

1.1 Roles and functions of education

- Different views of the role and functions of education.
- The functionalist perspective of Durkheim on education as the transmission of norms and values and Parsons on achieved status and the operation of schools on meritocratic principles.

1.2 The relationship between education and capitalism

- Different views of the correspondence principle on the relationship between education and capitalism as developed from a Marxist perspective by Bowles and Gintis.

1.3 Educational achievement

- Factors affecting educational achievement.
- The work of Halsey on class-based inequalities and Ball on parental choice and competition between schools.

1.4 Processes within schools

- Processes within schools affecting educational achievement.
- The work of Ball on teacher expectations and Willis on the creation of counter school cultures.

In year 11 the students will learn the following topics:

1) Crime and Deviance (half term 1 and 2)

1.1 The social construction of crime and deviance

- The social construction of concepts of crime and deviance and explanations of crime and deviance.
- The work of Merton on the causes of crime from a functionalist perspective and Becker from an interactionist perspective.

1.2. Social control

- Formal and informal methods of social control.
- The work of Heidensohn on female conformity in male dominated patriarchal societies.

1.3 Criminal and deviant behaviour

- Factors affecting criminal and deviant behaviour and ways in which criminal and deviant behaviour have generated public debate.
- The work of Albert Cohen on delinquent subcultures and Carlen on women, crime and poverty.

	<p>1.4 Data on crime</p> <ul style="list-style-type: none"> The usefulness of the main sources of data on crime, the collection of official data on crime, patterns and trends in crime figures and the 'dark figure'. <p>2) Social stratification (half term 3 and 4)</p> <p>1.1 Functionalist theory of stratification</p> <ul style="list-style-type: none"> Different views of the functionalist theory of social stratification. The work of Davis and Moore on social stratification from a functionalist perspective. <p>1.2 Socio-economic class</p> <ul style="list-style-type: none"> Different views of socio-economic class. The work of Marx and Weber on socio-economic class. <p>1.3 Life chances</p> <ul style="list-style-type: none"> Different views on factors affecting life chances. The work of Devine revisiting the idea of the affluent worker. <p>1.4 Poverty as a social issue</p> <ul style="list-style-type: none"> Different interpretations of poverty as a social issue. The work of Townsend on relative deprivation and Murray on the underclass. <p>1.5 Power and authority</p> <ul style="list-style-type: none"> Different forms of power and authority. The work of Weber on power and authority. <p>1.6 Power relationships</p> <ul style="list-style-type: none"> Describe and explain different views on factors affecting power relationships. The work of Walby on patriarchy. <p>3) <u>Social structures, social processes and social issues (Throughout both years 10 and 11)</u></p> <ul style="list-style-type: none"> For each topic area students are asked to critically evaluate, compare and contrast theories or explanations, including the key features of each theory or explanation in the context of a specific topic and area of sociology. Students are expected to demonstrate knowledge and understanding of key sociological theories by reading and responding to extracts, which illustrate the different views of sociologists. They should be able to critically analyse and evaluate how the issues have been interpreted by these sociologists. For each topic area students are expected to demonstrate an understanding of relevant methods and methodological issues, for example the use of official statistics, qualitative and quantitative approaches and the use of mixed methods. They will explore and debate contemporary social issues in order to be able to challenge everyday understandings of social phenomena from a sociological perspective. The knowledge, understanding and skills they develop will provide a basis for further study and career choices.
<p>Useful resources</p>	<ul style="list-style-type: none"> AQA GCSE Sociology All-in-One Revision and Practice (Collins GCSE 9-1 Revision)'. AQA GCSE (9-1) Sociology – Rosie Owens and Ian Woodfield Recent contemporary information can be found on http://www.aqa.org.uk/resources/sociology/ Sociology review