

MOOR PARK HIGH SCHOOL: CURRICULUM

Key Stage 4 Long Term Planning

Year 10 SYLLABUS: AQA Sociology GCSE

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.

By studying sociology, students will develop transferable skills including how to:

- investigate facts and make deductions
- develop opinions and new ideas on social issues
- analyse and better understand the social world.

Year 10	Autumn 1	Autumn 2	Spring 1 and 2	Summer 1 and 2
Syllabus	Introducing Sociology	Research Methods	Sociology of Families	Sociology of Education
Knowledge	<p>What is Sociology?</p> <p>debates within sociology including conflict versus consensus</p> <p>how sociological knowledge and ideas change over time and how these ideas inform our understanding of the social world</p> <p>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</p> <p>different sociological perspectives on social structures, social processes and social issues, including those informed by: feminism, functionalism, interactionism and Marxism as specified in</p>	<p>Research design</p> <p>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.</p> <p>Qualitative and quantitative methods</p> <p>Describe and explain qualitative and quantitative methods (questionnaires, interviews, observations) and assess the value, application, and strengths and weaknesses of different methods.</p> <p>Assess the usefulness of the mixed methods approach</p> <p>Different types of data</p>	<p>Differing views of the functions of families.</p> <p>Parsons functionalist perspective on primary socialisation and the stabilisation of adult personalities</p> <p>How family forms differ in the UK and within a global context.</p> <p>The work of the Rapoport on family diversity.</p> <p>Different views of conjugal role relationships.</p> <p>The feminist perspective of Oakley on the idea of the conventional family.</p> <p>Changing relationships within families.</p> <p>How relationships within families have changed over time.</p> <p>The theory of the symmetrical family and the principle of stratified diffusion developed from the functionalist perspective of Willmott and Young.</p> <p>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> <p>The work of Zaretsky on developments in families from a Marxist perspective & Delphy and Leonard's feminist critique of families</p>	<p>Different views of the role and functions of education.</p> <p>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.</p> <p>Different views of the correspondence principle on the relationship between education and capitalism as developed from a Marxist perspective by Bowles and Gintis.</p> <p>Factors affecting educational achievement.</p> <p>The work of Halsey on class-based inequalities and Ball on parental choice and competition between schools.</p> <p>Processes within schools affecting educational achievement.</p> <p>The work of Ball on teacher expectations and Willis on the creation of counter school cultures.</p>

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	<p>the topics listed below and key arguments (identified through reading and responding to extracts from key sociological texts)</p> <p>the interrelationship between the core areas of sociology</p> <p>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</p> <p>key sociological terms and concepts concerned with social structures, social processes and social issues and the explanation of social phenomena including: society, socialisation, norms, values, roles, labelling, discrimination, power and authority.</p>	<p>Assess the usefulness of different types of data, qualitative and quantitative data, and official and nonofficial statistics. Primary and secondary sources</p> <p>Describe and explain primary and secondary sources of data</p> <p>Interpretation of data</p> <p>Demonstrate the ability to interpret graphs, diagrams, charts and tables to discern patterns and trends in statistical data Practical issues including time, cost and access</p> <p>Ethical issues such as consent, confidentiality and harm to participants and how the issues can be addressed</p>	<p>Changes in the pattern of divorce in Britain since 1945 and the consequences of divorce for family members and structures.</p>	
Skills	<p>AO1 Demonstrate knowledge and understanding of sociological theories, concepts, evidence and methods.</p> <p>AO2 Apply knowledge and understanding of sociological theories, concepts, evidence and methods.</p> <p>AO3 Analyse and evaluate sociological theories, concepts, evidence and methods in order to construct arguments, make judgement and draw conclusions.</p>	<p>Students will learn how to become sociological researchers and will develop research skills, applying the key knowledge learned in the unit.</p>	<p>Identify, describe and explain the functions of families (sexual, reproductive, economic and educational)</p> <p>Describe, compare and contrast a variety of sociological perspectives on the functions of families (functionalist, feminist and Marxist).</p> <p>Students should be able to identify, describe and explain various family forms (nuclear, extended, reconstituted, lone parent, single sex)</p> <p>Identify, describe and explain joint and segregated conjugal roles describe and explain the domestic division of labour in both traditional and contemporary families</p>	<p>Identify, describe and explain the functions of education including serving the needs of the economy, facilitating social mobility and fostering social cohesion</p> <p>Identify and describe a variety of different types of school including primary and secondary, state and private</p> <p>Describe alternative forms of educational provision including home schooling and de-schooling</p> <p>Describe, compare and contrast a variety of sociological perspectives on these issues (functionalist, feminist and Marxist)</p> <p>Describe the key ideas of Durkheim on education</p>

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			<p>Demonstrate their understanding of issues that impact on conjugal role relationships within the contemporary family including decision making, money management, dual career families, child rearing and leisure activities</p> <p>Describe, compare and contrast a variety of sociological perspectives on conjugal role relationships (functionalist, feminist and Marxist)</p> <p>Identify, describe and explain how relationships within families have changed over time (preindustrial, industrial and contemporary/modern)</p> <p>Identify, describe and explain contemporary family related issues, the quality of parenting, the relationships between teenagers and adults, care of the disabled/elderly and arranged marriage</p> <p>Describe, compare and contrast a variety of sociological perspectives on changing relationships within families (functionalist, feminist and Marxist)</p> <p>Describe the key ideas of Willmott and Young.</p> <p>Identify, describe and explain different criticisms of families</p> <p>Describe, compare and contrast a variety of sociological perspectives on these issues (functionalist, feminist and Marxist)</p> <p>Describe the key ideas of Zaretsky on families</p> <p>Describe the key ideas of Delphy and Leonard on families.</p> <p>Identify, describe and explain the pattern of divorce in Britain since 1945 using relevant statistical data</p> <p>Explain reasons for the rise in divorce since 1945 including: changes in the law, changes in social attitudes and values, secularisation, changes in the status of women in society</p> <p>Describe the consequences of divorce for family members (husband and wife, children and extended family) and the increase in the numbers of lone parent families</p> <p>Describe, compare and contrast a variety of sociological perspectives on these issues (functionalist, feminist and Marxist).</p>	<p>Describe the key ideas of Parsons on education.</p> <p>Describe the key ideas of Bowles and Gintis on education and capitalism</p> <p>Describe, compare and contrast a variety of alternative sociological perspectives on the correspondence principle.</p> <p>Identify, describe and explain various factors affecting educational achievement including class, gender and ethnicity</p> <p>Describe, compare and contrast a variety of sociological perspectives on these issues (functionalist, feminist and Marxist)</p> <p>Describe the key ideas of Halsey on class-based inequalities</p> <p>Describe the key ideas of Ball on parental choice and competition between schools.</p> <p>Identify, describe and explain various processes within schools affecting educational achievement including, streaming, setting, mixed ability teaching, labelling and the self-fulfilling prophecy</p> <p>Describe, compare and contrast a variety of sociological perspectives on these issues (interactionist, functionalist, feminist and Marxist)</p> <p>Describe the key ideas of Ball on teacher expectations</p> <p>Describe the key ideas of Willis on the creation of counter school cultures.</p>
Assessment	<p>Week 1 – Baseline Assessment</p> <p>Weekly key term tests</p> <p>Unit 1 CAP and GYFR</p>	<p>Students will carry out a full research project on one of the briefs that they have planned.</p>	<p>Weekly key term tests</p> <p>Unit 3 CAP and GYFR</p>	<p>Weekly key term tests</p> <p>Unit 4 CAP and GYFR</p> <p>End of year 10 examinations</p>

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Homework	Flipped Learning – Weekly Readings using Sociological Approach booklet. Students will be expected to have read and summarized key readings and key terms	Research Methods Workbook. Students will design 4 separate briefs for sociology research projects. One will be chosen for the final small-scale research project. The final small-scale research project will be completed as homework.	Flipped Learning – Weekly Readings using Family Unit booklet. Students will be expected to have read and summarized key readings and key terms	Flipped Learning – Weekly Readings using Education Unit booklet. Students will be expected to have read and summarized key readings and key terms
Cultural enrichment including Trips, Visits, Experiences, Extra-curricular	Term 1 Debate – Is Inequality inevitable? Use key theorists to debate	Students will conduct field work as sociology researchers.	Term 2 Debate – Is the Nuclear Family the ideal structure? Reflection and research on students' families.	Term 3 Debate – The role of Education is to feed the economy
Literacy	<ul style="list-style-type: none"> The entire course will develop students' academic reading skills, oracy skills and complex vocabulary. Use of the Freya model to teach tier 3 terminology Modelling of successful written answers Opportunities for extended writing tasks. Details can be found on medium term plans (MTPs) Opportunities for debate 			
Numeracy	Statistical analysis of sociological inequalities	Use of qualitative and quantitative data sources		Analysis of Education data sources on attainment progress and demography
CIAG		What is a researcher?	Role of the social worker in family cohesion	What does education do and what is its link to future careers and earnings.

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Year 11 SYLLABUS:

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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.

By studying sociology, students will develop transferable skills including how to:

- investigate facts and make deductions
- develop opinions and new ideas on social issues
- analyse and better understand the social world.

Year 11	Autumn 1 and 2	Spring 1 and 2	Summer 1
Syllabus	The Sociology of Crime and Deviance	Social Stratification	Revision and Exam Practice – Course has been completed
Knowledge	<p>Definitions of crime and deviance</p> <p>Deviance as socially defined behaviour</p> <p>The terms 'social order' and 'social control'</p> <p>The difference between formal and informal social control</p> <p>The difference between formal and informal rules</p> <p>The functionalist approach to crime and deviance, including the work of Merton</p> <p>The Marxist explanation of crime and deviance</p> <p>Feminist perspectives on crime and deviance, including the work of Heidensohn</p> <p>The interactionist perspective on crime and deviance, including the work of Becker</p> <p>The main sources of statistical data on crime</p> <p>The different arguments about the usefulness of statistics on crimes recorded by the police</p>	<p>Different views of the functionalist theory of social stratification</p> <p>Different views of socio-economic class</p> <p>Different views on factors affecting life chances</p> <p>Different interpretations of poverty as a social issue.</p> <p>Different forms of power and authority</p> <p>Different views on factors affecting power relationships</p>	
Skills	Identify, describe and explain various sociological explanations of crime and deviance including anomie,	Describe and explain the functionalist theory of stratification (effective role allocation and performance linked to the promise of rewards)	

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	<p>labelling, structural theories, subcultural theories and interactionist theory</p> <p>Explain the social construction of concepts of crime and deviance</p> <p>Describe, compare and contrast a variety of sociological perspectives on the social construction of crime and deviance (interactionist, functionalist, feminist, Marxist and New Right)</p> <p>Describe and explain formal and informal methods of social control including unwritten rules and sanctions</p> <p>Describe, compare and contrast a variety of sociological perspectives on social control (interactionist, functionalist, feminist, Marxist and New Right)</p> <p>Identify, describe and explain factors affecting criminal and deviant behaviour including social class, gender, ethnicity and age</p> <p>Identify and describe various public debates over criminal and deviant behaviour including concerns over violent crime, sentencing, the treatment of young offenders, the prison system and media coverage of crime</p> <p>Describe, compare and contrast a variety of sociological perspectives on factors affecting criminal and deviant behaviour (interactionist, functionalist, feminist, Marxist and New Right)</p> <p>I can describe the work of Albert Cohen on delinquent subcultures</p> <p>Describe the work of Carlen on women, crime and poverty.</p> <p>Identify and describe the main sources of data on crime</p> <p>Describe the pattern and trends in crime figures using relevant statistical data</p> <p>Explain the 'dark figure' of crime (unreported and unrecorded crime)</p> <p>Describe, compare and contrast a variety of sociological perspectives on the use of data on crime (functionalist, feminist, Marxist and New Right)</p>	<p>Describe the work of Davis and Moore on social stratification from a functionalist perspective</p> <p>Identify, describe and explain socio-economic class divisions in society</p> <p>Describe, compare and contrast a variety of sociological perspectives on socio-economic class (functionalist, feminist and Marxist)</p> <p>Describe the key ideas of Marx on socio-economic class</p> <p>Describe the key ideas of Webber on socio-economic class</p> <p>Identify, describe and explain different interpretations of poverty as a social issue including, the culture of poverty, material deprivation, the way in which governments have attempted to alleviate poverty and unemployment, the impact of globalisation</p> <p>Describe, compare and contrast a variety of sociological perspectives on poverty (functionalist, feminist, Marxist and New Right)</p> <p>Describe the key ideas of Townsend on relative deprivation</p> <p>Describe the key ideas of Murray on the underclass</p> <p>Identify, describe and explain different forms of power and authority including traditional, charismatic, rational-legal, formal and informal sources of power</p> <p>Describe, compare and contrast a variety of sociological perspectives on power and authority (functionalist, feminist, Marxist and New Right)</p> <p>Describe the key ideas of Weber on power and authority</p> <p>Identify, describe and explain factors affecting life chances including social class, gender, race and ethnicity, sexuality, age, disability, religion and belief</p> <p>Describe, compare and contrast a variety of sociological perspectives on life chances (functionalist, feminist, Marxist and New Right)</p> <p>The work of Devine revisiting the idea of the affluent worker.</p>	
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		<p>Identify, describe and explain different factors affecting power relationships including social class, gender, sexuality, race, age, disability, religion and beliefs</p> <p>Describe, compare and contrast a variety of sociological perspectives on power relationships (functionalist, feminist, Marxist and New Right)</p> <p>I can describe the key ideas of Walby on patriarchy</p>	
Assessment	<p>Weekly key term tests</p> <p>Unit 5 CAP and GYFR</p> <p>November Mock examinations</p>	<p>Weekly key term tests</p> <p>Unit 6 CAP and GYFR</p> <p>February Mock examinations</p>	
Homework	<p>Flipped learning using Crime and Deviance booklets</p> <p>Key word tests and weekly exam practice</p>	<p>Flipped learning using Social Stratification booklets</p> <p>Key word tests and weekly exam practice</p>	
Cultural enrichment including Trips, Visits, Experiences, Extra-curricular	<p>Term 4 Debate – The role of the prison system is to punish people for crimes.</p>	<p>Term 5 Debate – Inequality is a natural state of humanity .</p>	
Literacy	<ul style="list-style-type: none"> • The entire course will develop students' academic reading skills, oracy skills and complex vocabulary. • Use of the Freya model to teach tier 3 terminology • Modelling of successful written answers • Opportunities for extended writing tasks. Details can be found on medium term plans (MTPs) • Opportunities for debate 		
Numeracy	<p>Analysis of crime data and statistics</p>		
CIAG	<p>Role and nature of the criminal justice system</p>		