

## KS4 Long Term Curriculum Plan: **Sociology - Year 10**

### Curriculum Aim:

In Sociology GCSE, we aim to inspire and engage students through a challenging, broad, coherent and rigorous introduction to Sociology. The course allows students to develop a critical understanding and explore / debate contemporary social issues so that they are able to challenge everyday understandings of social phenomena from a sociological perspective. Students will learn how to think sociologically in relation to their experience of the social world around them, so that they are better able to play a positive, active and informed role in society. The knowledge, understanding and skills developed through the GCSE will provide a basis for further study and career choices.

**Link to prior learning:** The subject builds on the analytical and evaluative skills learnt within Humanities at KS3 and the knowledge of research methods used within the Sciences

### Rationale of sequencing:

In the GCSE, students will develop their analytical, assimilation and communication skills by comparing and contrasting perspectives on a variety of contemporary social issues, constructing reasoned arguments, making substantiated judgements and drawing reasoned conclusions. For each topic area students are asked to **critically evaluate, compare and contrast theories, explanations, concepts and perspectives** whilst demonstrating an understanding of relevant **methods and methodological issues**, including their strengths and weaknesses. Underpinning all units will be the core themes of **social structures, social processes and social issues**. Students will build skills of **interpretation, application, analysis and evaluation**.

The course begins with an introductory unit taking students through the key sociological theories, perspectives and concepts which will be needed to study all units to follow. Students will then study the Research Methods unit where they will learn to identify, describe and explain various methods and methodological issues, including their strengths and weaknesses. This placement of this unit at the beginning of the course is highly important as students are required to apply this content in the context of all other topics taught within the 2 and 4 mark exam questions in both paper 1 and 2. The Families and Households unit sits before the study of Education as students are required to understand the impact of different family types, poverty, socialisation and dysfunctional families on achievement. Within both units students will develop their understanding of sociological perspectives, adding depth to their knowledge and allowing them to make links across the course. Retrieval and exam practice are regularly used in lesson and homework tasks focus on building depth of knowledge and revision to secure learning in long term memory due to this being a two year linear course.

	Focus / Topic	Knowledge & Skills (from NC/Programmes of Study)	Assessment
Autumn 1	<b>Introduction to Sociology</b>	In the Introduction unit, students will develop knowledge and understanding of key sociological terms and concepts in relation to different sociological perspectives on social structures, social processes and social issues: <ul style="list-style-type: none"> <li>• Culture, norms, values and roles</li> <li>• Nature vs. nurture - socialisation and gender role socialisation</li> <li>• Social structures, processes and issues</li> <li>• CAGE and discrimination - sex and gender, race and ethnicity</li> <li>• Power and authority</li> <li>• Durkheim, Marx and Weber</li> <li>• Consensus vs. conflict perspectives (including Functionalism, Marxism and Feminism)</li> <li>• Interactionism and labelling theory</li> <li>• The New Right - poverty and the underclass</li> </ul>	End of unit knowledge check
Autumn 2	<b>Research Methods</b>	In the Research Methods unit, students will evaluate the different research methods before applying the learning to the context of all units within the GCSE in the 2 and 4 mark questions: <ul style="list-style-type: none"> <li>• Research design, pilot studies and sampling</li> <li>• Different types of data and methods - quantitative vs. qualitative, primary vs. secondary</li> <li>• Practical, ethical and theoretical issues in research (positivism vs. interpretivism)</li> <li>• Triangulation and mixed method approaches</li> <li>• Primary research methods with strengths and weaknesses - laboratory and field experiments, social surveys, open-ended and closed-ended questionnaires, structured / semi-structured / unstructured interviews, focus groups and group interviews, participant and non-participant observation, covert and overt observation and ethnography</li> </ul>	Year 10 November assessment week: Research methods and knowledge check from introduction unit (1,2 and 3 mark questions)
Spring 1	<b>Research Methods</b>	In the Research Methods unit, students will strengthen their analytical and evaluative skills when learning about: <ul style="list-style-type: none"> <li>• Case studies and longitudinal research</li> <li>• Secondary research methods with strengths and weaknesses - official and non-official statistics, private and public documents and content analysis</li> <li>• Interpretation of data</li> </ul>	

	<b>Families and Households</b>	<p>In Families and Households, students will foster a critical awareness of:</p> <ul style="list-style-type: none"> <li>● Family diversity in the UK and differing family types in a global context - Rapoport and Rapoport</li> <li>● Alternatives to the family</li> <li>● Is the nuclear family still important in contemporary society?</li> <li>● Functionalist perspective of the family and its criticisms - Murdock, Parsons,</li> <li>● Marxist perspective of the family and its criticisms</li> </ul>	
Spring 2	<b>Families and Households</b>	<p>In Families and Households, students will draw from their own experience when studying:</p> <ul style="list-style-type: none"> <li>● Feminist perspective of the family and its criticisms- Oakley</li> <li>● Changes in the pattern of marriages</li> <li>● Changes in the pattern and consequences of divorce - theories of divorce</li> <li>● Conjugal role relationships / the symmetrical family, decision making and money management - Willmott and Young</li> <li>● Perspectives on conjugal roles - Oakley, Willmott and Young, Duncombe and Marsden, Zaretsky</li> <li>● Criticisms of families - domestic violence, loneliness, Zaretsky, Delphy and Leonard</li> <li>● Changes in the family and childhood over time - Aries, Silva</li> <li>● Demography - birth, fertility, death and ageing population</li> </ul>	End of unit assessment: Families section of paper 1 (including research methods - all mark questions)
Summer 1	<b>Education</b>	<p>In the Education unit, students will foster a critical awareness of the UK education system, utilising contemporary examples and drawing from their own experience when studying:</p> <ul style="list-style-type: none"> <li>● The Functionalist perspective on education and its criticisms - Durkheim, Parsons</li> <li>● The Marxist perspective on education and its criticisms - Bowles and Gintis</li> <li>● The Feminist perspective on education and its criticisms - Sewell, Wilkinson, Sharpe</li> <li>● School diversity and alternative education - arguments for and against independent schooling, deschooling, Summerhill</li> </ul>	
Summer 2	<b>Education</b>	<p>In the Education unit, students will foster a critical awareness of the UK education system when studying:</p> <ul style="list-style-type: none"> <li>● Internal factors affecting educational achievement - Ball, Willis</li> <li>● External factors affecting educational achievement - Halsey, Bourdieu, Bernstein</li> <li>● Class and educational achievement - Halsey, Bourdieu, Bernstein</li> <li>● Gender and educational achievement / subject choice - McRobbie, Sharpe, Sewell</li> <li>● Ethnicity and educational achievement - Fuller</li> <li>● Education policies - marketisation, privatisation and vocational education</li> </ul>	Year 10 end of year June exams: Entire Paper 1 (Research Methods, Education and Families - all mark questions)

#### Further Information

The Course Specification:

<https://filestore.aqa.org.uk/resources/sociology/specifications/AQA-8192-SP-2017.PDF>

A Range of revision resources and exam questions can be found at:

<https://www.tutor2u.net/sociology>

<https://www.bbc.co.uk/bitesize/subjects/zbbw2hv>

<https://www.aqa.org.uk/subjects/sociology/gcse/sociology-8192/assessment-resources>

DFE Subject content:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/504013/Sociology\\_GCSE\\_content.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/504013/Sociology_GCSE_content.pdf)

Final exams consist of two 1 hour 45 minute papers of all content covered in years 10 and 11 (at the end of Yr11 - Summer public exams).