Sociology

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 Sociology

Terms One and Two

Content of study	The Sociological Approach
What are the aims and objectives of this term?	All the content is set in a United Kingdom (UK) context except where otherwise stated. Students must know and understand: • 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 ie 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 and social issues and the explanation of social phenomena including: society, socialisation, norms, values, roles, labelling, discrimination, power and authority.
What previous knowledge is required?	None
How will this term's content help with future learning?	This is the first unit of the GCSE course and covers the basics of Sociology

Resources	• All video clips that pupils can access to get extra support are listed in the powerpoint itself and on Youtube at GCSE Basics - YouTube. • Exam style questions are found in the lesson powerpoints especially at assessment points (YAP) • There are no extra worksheets or revision booklets for this material.
Links to the national curriculum/specification	The Sociological Approach is the introductory unit on the GCSE course
Assessments	There are a number of assessments in class and for homework. There are two formal assessment points (YAP)

Terms Three and Four

Content of study	The Sociology of the Family
What are the aims and objectives of this term?	**Functions of families** Differing views of the functions of families. • Parsons (page 45) functionalist perspective on primary socialisation and the stabilisation of adult personalities. Students should be able to: • identify, describe and explain the functions of families (sexual, reproductive, economic and educational) • describe, compare and contrast a variety of sociological perspectives on the functions of families (functionalist, feminist and Marxist). **Family forms** • How family forms differ in the UK and within a global context. • The work of the Rapoports on family diversity. Students should be able to identify, describe and explain various family forms (nuclear, extended, reconstituted, lone parent, single sex). **Conjugal role relationships** • Different views of conjugal role relationships. • The feminist perspective of Oakley on the idea of the conventional family. Students should be able to: • identify, describe and explain joint and segregated conjugal roles • describe and explain the domestic division of labour in both traditional and contemporary families • 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 • describe, compare and contrast a variety of sociological perspectives on conjugal role relationships (functionalist, feminist and Marxist). **Changing relationships within families** • Changing relationships within families. • How relationships within families have changed over time. • The theory of the symmetrical family and the principle of stratified diffusion developed from the functionalist perspective of Willmott and Young. Students should be able to: • identify, describe and explain how relationships within families have changed over time (preindustrial, industrial and contemporary/modern)

	• 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 • describe, compare and contrast a variety of sociological perspectives on changing relationships within families (functionalist, feminist and Marxist) • describe the key ideas of Willmott and Young (page 46). AQA GCSE Sociology 8192. GCSE exams June 2019 onwards. **Criticisms of families** • 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). • The work of Zaretsky on developments in families from a Marxist perspective and Delphy and Leonard's feminist critique of families. Students should be able to: • identify, describe and explain different criticisms of families • describe, compare and contrast a variety of sociological perspectives on these issues (functionalist, feminist and Marxist) • describe the key ideas of Zaretsky on families • describe the key ideas of Delphy and Leonard on families. **Divorce Content** Changes in the pattern of divorce in Britain since 1945 and the consequences of divorce for family members and structures. Students should be able to: • identify, describe and explain the pattern of divorce in Britain since 1945 using relevant statistical data • 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 • 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 • describe, compare and contrast a variety of sociological perspectives on these issues
What previous knowledge is required?	Unit 1 Sociological Perspectives
How will this term's content help with future learning?	Aspects of the Family unit link into understanding of ideas in the Sociology of Education, Crime and Stratification
Resources	• All video clips that pupils can access to get extra support are listed in the powerpoint itself and on Youtube at GCSE Family - YouTube • Exam style questions are found in the lesson powerpoints especially at assessment points (YAP) • There are no extra worksheets or revision booklets for this material.
Links to the national curriculum/specification	The Sociology of the Family is the first unit on the GCSE course tested in Paper 1
Assessments	There are a number of assessments in class and for homework. There are two formal assessment points (YAP)
Terms Five and Six	
Content of study	The Sociology of Education

What are the aims and objectives of this term?	**3.4.1 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. Students should be able to: • identify, describe and explain the functions of education including serving the needs of the economy, facilitating social mobility and fostering social cohesion • identify and describe a variety of different types of school including primary and secondary, state and private • describe alternative forms of educational provision including home schooling and deschooling • describe, compare and contrast a variety of sociological perspectives on these issues (functionalist, feminist and Marxist) • describe the key ideas of Durkheim (page 47) on education • describe the key ideas of Parsons (page 48) on education. **3.4.2 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. Students should be able to: • describe the key ideas of Bowles and Gintis (page 47) on education and capitalism • describe, compare and contrast a variety of alternative sociological perspectives on the correspondence principle. **3.4.3 Educational achievement** Content Additional information • Factors affecting educational achievement. • The work of Halsey on class-based inequalities and Ball on parental choice and competition between schools. Students should be able to: • identify, describe and explain various factors affecting educational achievement including class, gender and ethnicity • describe, compare and contrast a variety of

	sociological perspectives on these issues (functionalist, feminist and Marxist) • describe the key ideas of Halsey (page 47) on class-based inequalities • describe the key ideas of Ball (page 47) on parental choice and competition between schools. **3.4.4 Processes within schools** Content Additional information • Processes within schools affecting educational achievement. • The work of Ball on teacher expectations and Willis on the creation of counter school cultures. Students should be able to: • identify, describe and explain various processes within schools affecting educational achievement including, streaming, setting, mixed ability teaching, labelling and the selffulfilling prophecy • describe, compare and contrast a variety of sociological perspectives on these issues (interactionist, functionalist, feminist and Marxist) • describe the key ideas of Ball (page 46) on teacher expectations • describe the key ideas of Willis (page 48) on the creation of counter school cultures.
What previous knowledge is required?	Unit 1 Sociological Perspectives Unit 2 Sociology of the Family
How will this term's content help with future learning?	Aspects of the Sociology of Education link into ideas within the Sociology of Crime and Stratification units.
Resources	• All video clips that pupils can access to get extra support are listed in the powerpoint itself and on Youtube at GCSE Education - YouTube • Exam style questions are found in the lesson powerpoints especially at assessment points (YAP) • There are no extra worksheets or revision booklets for this material.
Links to the national curriculum/specification	The Sociology of Education is the second unit on the GCSE course tested in Paper 1
Assessments	There are a number of assessments in class and for homework. There are two formal assessment points (YAP).