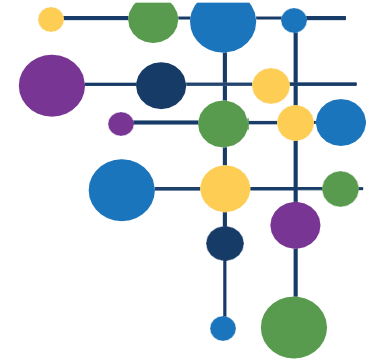


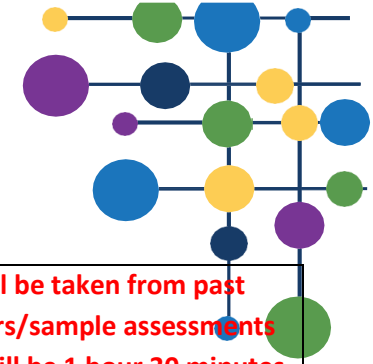
**GCSE Sociology Programme of Study (WJEC)**

**“Developing enquiring minds”**

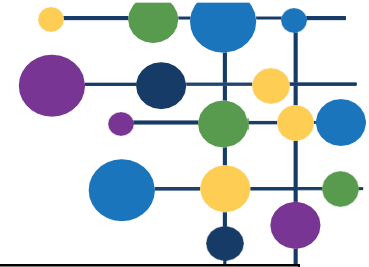
The Sociology curriculum at Royds Hall Community School is designed to stimulate an interest in and a curiosity about the way the world works and the different societies we have created for ourselves around the world. It implores students to continue to explore this society outside of school and in their own lives resulting in a passion for the subject long after leaving Royds Hall. Sociology helps students to understand the complex processes and interactions between people and institutions in this world. It gives students the capability to examine the usefulness of different institutions and how these may have changed from the past and may change in the future. The curriculum is designed to develop students’ knowledge of the world through many different methods and activities providing a fantastic opportunity for students to develop cross curricular skills also. As students develop their sociological knowledge, they will learn how to judge and critique, evaluate and analyse. Within the Sociology curriculum students have the opportunity to delve deeper into their own interests when their passions have been sparked by the many controversial and crucial individuals and perspectives presented. This will help develop their questioning mind and prepare them for future studies and life.



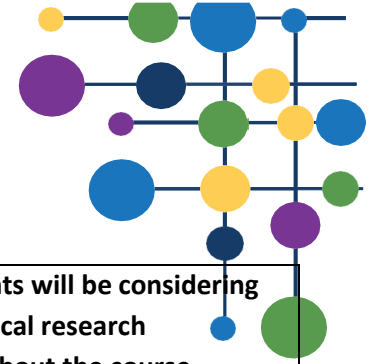
Year group	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
10	<p><u>Introduction to concepts</u></p> <p>Key sociological concepts</p> <p>Debates over the acquisition of identity</p> <p>The process of socialisation</p>	<p><u>Family (1)</u></p> <p>The process of socialisation - agents of socialisation: family, education, media, peer group</p> <p>Family diversity and different family forms in the UK and within a global context- what is a family?</p> <p><u>Built in - Research methods</u></p> <p>Usefulness of different data types</p>	<p><u>Family (2)</u></p> <p>Social changes and family structures</p> <p>Social changes and family relationships</p> <p>Sociological theories of the role of the family</p> <p><u>Built in - Research methods</u></p> <p>Qualitative research methods and the family</p>	<p><u>Family (3)</u></p> <p>Criticisms of family</p> <p>Quantitative research methods and the family</p> <p><u>Education (1)</u></p> <p>Sociological theories of the role of education</p>	<p><u>Education (2)</u></p> <p>Factors affecting education</p> <p><u>Built in – Research methods</u></p> <p>Qualitative research methods and education</p> <p>Processes in education</p>	<p><u>Built in- Research methods</u></p> <p>Quantitative research methods</p> <p><u>Education (3)</u></p> <p>Patterns of educational achievement</p>
Assessment	Students to complete an A3 assessment worksheet	Students to be supported in completing their first 15 mark exam	Students to complete the exam question (last week of half term)- How far do you agree that women	Students to complete a single unit exam style paper taken from past papers/sample	Students to complete the 15 marks exam question “How far do you agree that education works by	Students to complete a mock exam containing both family and education in the hall in exam conditions. This paper



	<p>assessing knowledge of key terms and ability to consider essential debates.</p>	<p>answer (last week of half term)- How far do you agree that the nuclear family is the most important family type</p>	<p>role in the household has become better over time (15 marks)</p>	<p>assessments in preparation for exam conditions. (60 minutes in class) – End of half term lesson</p>	<p>meritocracy” at the end of half term.</p>	<p>will be taken from past papers/sample assessments and will be 1 hour 30 minutes long.</p>
<p><b>Why</b> <b>When</b></p>	<p>This subject provides students with a foundation of knowledge of concepts that run all the way through the sociology course. Students will have the opportunity to examine Marxism, Feminism, Interactionism and Functionalism for the first time whilst also building up an understanding of key terms essential for accessing the rest of the course.</p>	<p>Students will first build up an understanding of foundation knowledge of how families are formed through different influencers within life. They will then expand on this knowledge by examining how the family can change depending on culture and location. Students will have to critically analyse what the “normal” family is and how important this is within our own society.</p>	<p>They will then be asked to focus further into our own society determining how it has changed through time. Students will have to critically analyse how different people within the family have different experiences and how family life may not be universal.</p>	<p>Ultimately students will bring together all their previous learning in family and be asked to critically compare if the family is fit for purpose in society. Students will utilise their analysis skills that they have practiced through the topic to compare and evaluate the benefits and negatives of the family.</p>	<p>Students will once again build up a foundation of knowledge about how schools work and the different formats that schools can take. This knowledge is key to access the rest of the topic. Students will once again utilise key concepts such as Marxism, Feminism, Interactionism and Functionalism to assess what the purpose of education is and how this can be different to different people.</p>	<p>Students will again utilise their critical analysis skills to compare and contrast the effect of factors such as ethnicity, gender and social class on an individual's ability to succeed in education. Students are encouraged to link their own experiences in education to what they are seeing in sociological theory making the content more accessible and relatable. Often students are beginning their journey towards examinations at this time and this gives individuals relatable experiences to link to their learning.</p>
<p>11</p>	<p><u>Crime</u> Social construction of concepts of</p>	<p><u>Crime</u> Sociological theories and explanations of deviance and</p>	<p><u>Crime/Social stratification</u> Sources of data on crime <u>Built in research methods</u></p>	<p><u>Social stratification</u> Different forms and sources of power and</p>	<p><u>Social stratification</u> Factors which may influence access to life chances and power</p>	



	<p>crime and deviance - what is crime?</p> <p>Social control</p> <p>Patterns of criminal and deviant behaviour</p> <p><u>Built in research methods</u></p> <p>Mixed research methods</p>	<p>criminal behaviour (structural, subcultural, interactionist and feminist)</p>	<p>the value, practical application and strengths and weaknesses of different methods</p> <p>Sociological theories of stratification</p>	<p>authority</p> <p>Equality/inequality in relation to class, gender, ethnicity, age, disability and sexuality</p>	<p>factors which may influence class, gender, ethnicity, age, disability and sexuality</p> <p>Poverty as a social issue</p>	
Assessment	<p>Students to complete a 15 mark exam question “ How far do you agree that social class is the biggest predictor of crime”. At the end of the half term.</p>	<p>Students to complete a 15 mark exam question “How far do you agree that crime serves a function within society”. At the end of the half term.</p>	<p>Students to complete a unit of a past paper/sample assessment on the crime topic incorporating all skills and knowledge from this unit. At the end of the half term.</p>	<p>Students to complete a 15 mark exam question “How far do you agree that social class is the biggest factor in determining life chances”. At the end of the half term</p>	<p>Students to complete a unit of a past paper/sample assessment on the social stratification topic incorporating all skills and knowledge from this unit. 2 weeks before the end of the half term. Sociology first exam usually sat before half term holidays.</p>	<p>Mini in class assessments to be provided looking at key research method exam questions throughout this POS.</p>



<p><b>Why</b> <b>When</b></p>	<p>Students often look forward to the crime unit and having this at the beginning of year 11 can be a big motivator for the rest of the year. Students have previously used skills of comparison and analysis in the education topic at end of year 10. These skills can therefore allow students to access similar tasks in this subject more efficiently (comparing patterns dependant on age, gender, social class and ethnicity as seen in education).</p>	<p>By this point in the course students will have examined both Family and Education using Marxism, Feminism, Functionalism and Interactionism. When asked to do this in the crime topic these concepts should be second nature due to amount they have been used in year 10. This will allow students to be more critical and engage with higher level questions easier.</p>	<p>Students are asked to assess graphs throughout the course however by the time this topic is delivered in year 11 students should have covered statistical data in both maths and science to a level surpassing what is expected in Sociology. This will allow for students to engage with the material straight away at a higher critical level.</p>	<p>Through experience of delivery this unit is often the unit that students struggle with the most when delivered earlier in the course. This unit requires students to pull together concepts from all topics prior and if delivered before crime this restricts students ability to critically compare trends. Students often feel more confident discussing trends in power after gaining a wealth of knowledge from surrounding areas to use as examples.</p>	<p>Students will be able to bring in own personal life experience during this unit as they will be considering their own life chances and their future with the move into further education. Students will be skilled in comparing factors such as ethnicity and gender as this has been practiced in previous units. Poverty is also an all encompassing concept taking into account all areas of society. It is therefore key that students have knowledge and experience of the previous units before considering it.</p>	<p>Students will be considering sociological research throughout the course.</p>
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