



## Sociology

### Year 10

**Knowledge**  
(facts, information, concepts and key terminology)  
**Understanding**  
(ability to connect and synthesise knowledge within a context)

**Intent - The year 10 of AQA's GCSE (9–1) specification in Sociology** GCSE Sociology helps students to gain knowledge and understanding of key social structures, processes and issues through the study of families, education and Research methods. 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.

#### Unit 1 – Introduction plus families (Sept – Dec )

- Parsons functionalist perspective on primary socialisation and the stabilisation of adult personalities.
- 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).
- How family forms differ in the UK and within a global context.
- The work of the Rapoport on family diversity.
- Students should be able to identify, describe and explain various family forms (nuclear, extended, reconstituted, lone parent, single sex).
- The feminist perspective of Oakley on the idea of the conventional family.
- 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.
- 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.
- 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.
- Changes in the pattern of divorce in Britain since 1945 and the consequences of divorce for family members and structures.

#### Unit 2 – Research methods (Dec-March)

- 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.
- 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.
- 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.
- Describe and explain primary and secondary sources of data.
- 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.
- Ethical issues are consent, confidentiality and harm to participants and how the issues can be addressed.

#### Unit 3 – Education (March – July)

- 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.
- 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 de-schooling
- describe, compare and contrast a variety of sociological perspectives on these issues (functionalist, feminist and Marxist).
- Different views of the correspondence principle on the relationship between education and capitalism as developed from a Marxist perspective by Bowles and Gintis.
- Factors affecting educational achievement.
- The work of Halsey on class-based inequalities and Ball on parental choice and competition between schools.
- Processes within schools affecting educational achievement. identify, describe and explain various processes within schools affecting educational achievement including, streaming, setting, mixed ability teaching, labelling and the self-fulfilling prophecy
- The work of Ball on teacher expectations and Willis on the creation of counter school cultures.

<b>Skills</b> (successful application of knowledge and understanding to a specific task)	AO1: Demonstrate knowledge and understanding of sociological theories, concepts, evidence and methods. AO2: Apply knowledge and understanding of sociological theories, concepts, evidence and methods. AO3: Analyse and evaluate sociological theories, concepts, evidence and methods in order to construct arguments, make judgements and draw conclusions.	AO1: Demonstrate knowledge and understanding of sociological theories, concepts, evidence and methods. AO2: Apply knowledge and understanding of sociological theories, concepts, evidence and methods. AO3: Analyse and evaluate sociological theories, concepts, evidence and methods in order to construct arguments, make judgements and draw conclusions.	AO1: Demonstrate knowledge and understanding of sociological theories, concepts, evidence and methods. AO2: Apply knowledge and understanding of sociological theories, concepts, evidence and methods. AO3: Analyse and evaluate sociological theories, concepts, evidence and methods in order to construct arguments, make judgements and draw conclusions.
<b>Formal Assessments</b> (those done by all/vast majority of the cohort)	Mid & End of Unit Assessment	Mid & End of Unit Assessment	Mid & End of Unit Assessment EOY exam
<p>By the end of the year students on course for at least a grade 5 will be able to</p> <ul style="list-style-type: none"> <li>• demonstrate mostly accurate and appropriate knowledge and understanding of a range of sociological theories and concepts, different sociological perspectives, evidence, and methods</li> <li>• apply mostly appropriate sociological theories, concepts, evidence, and methods to UK contexts and some global contexts using some appropriate subject specific terminology</li> <li>• analyse and carry out some evaluation of information and evidence, constructing an appropriate line of reasoning that leads to plausible arguments, judgements and conclusions, which are supported by some evidence, about contemporary social life</li> </ul>			