

## Curriculum Mapping: GCSE Sociology Year 10-11 [AQA]

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 10</b>	<p><b>1. Introduction- The Sociological Approach</b> <b>2. Family</b></p>	<p><b>1. Family [continued]</b> <b>2. Research Methods</b></p>	<p><b>1. Education</b></p>	<p><b>1. Education</b> <b>2. Research Methods</b></p>	<p><b>1. Crime and Deviance</b></p>	<p><b>1. Crime and Deviance</b></p>
	<p><b>Concepts/Tier 3 vocabulary</b> Primary Socialisation Functionalism Marxism Feminism Interactionism Nuclear Family Domestic violence</p>	<p><b>Concepts/Tier 3 vocabulary</b> Secularisation Family diversity Ethics Validity Hawthorne effect Triangulation</p>	<p><b>Concepts/Tier 3 vocabulary</b> Meritocracy Universalistic and Particularistic standards <i>Role allocation</i> <i>Material and cultural deprivation</i></p>	<p><b>Concepts/Tier 3 vocabulary</b> Ethnocentrism Comprehensivisation Tripartism Reliability Representativeness</p>	<p><b>Concepts/Tier 3 vocabulary</b> Anomie Status frustration Deviancy adaptations Self-fulfilling prophecy</p>	<p><b>Concepts Tier 3 vocabulary</b> Inadequate socialisation Institutional racism Double deviance Control theory Patriarchy Formal and informal social control</p>
	<p><b>Justification:</b> The initial topic introduces the key sociological perspectives and concepts which will be applied throughout the course. This includes the theories of Marx, Durkheim and Engels. Students begin the first examined topic with the Family as this topic builds on key concepts applied to all topics such as socialisation, norms and values. Students examine the different types of family and reasons for the changing nature of family forms.</p>	<p><b>Justification:</b> Students continue with the Family topic examining factors such as reasons for the decline of marriage and rise of divorce. This is an opportunity for students to develop their knowledge of social change to the identification of factors which have impacted on the marriage and divorce rates such as social acceptability and secularisation. Students also begin to embed research methods skills through introduction of key concepts and short answer questions. Students also conduct a short research project to practice their research skills.</p>	<p><b>Justification:</b> This topic builds on key knowledge linked to Marxist and Functionalist perspectives by examining the function and role of education to society. This topic also links back to the introductory topic in terms of looking at the impact of Class, Gender and Ethnicity on educational attainment. Students develop an understanding of the impact of social class on educational achievement and evaluate the impact of internal [in school] versus external factors.</p>	<p><b>Justification:</b> Students continue to develop their awareness of Education but examining education policies since 1944; evaluating the aims and impact of these policies. This topic also examines the impact of factors other than social class that impact on educational achievement including gender and ethnicity. Synoptic links can be made here to the Stratification topic in terms of the impact of class, gender and ethnicity on life chances.</p> <p>Students continue to develop their understanding of Research methods by applying their research skills to an Education research project</p>	<p><b>Justification:</b> Students continue to make links back to the key sociological perspectives by examining the functions and causes of crime according to Functionalists, Marxists and Interactionists.</p> <p>Synoptic links can also be made to the Education topic particularly Interactionist arguments such as labelling and Self-fulfilling prophecy.</p>	<p><b>Justification</b> This topic continues to develop students understanding of crime by examining why some groups are more likely to be filtered into the CJS. Students examine trends in criminality by ethnicity and develop an awareness of the sociological explanations for these trends. These include discrimination, institutional racism and the Stephen Lawrence case.</p> <p>Students also evaluate Feminist views on the reasons why women appear to commit crime and the extent of patriarchal control. Finally. Students examine the role of formal social control including the police and prisons compared to informal social control</p>

	<b>Assessment:</b> Baseline assessment Sociological Approach	<b>Assessment:</b> Family mid topic assessment Research method topic assessment	<b>Assessment:</b> Family End of topic assessment Education mid topic assessment	<b>Assessment:</b> Education End of topic assessment Research method Project assessment	<b>Assessment:</b> Mid topic Crime and Deviance assessment	<b>Assessment</b> End of topic Crime and Deviance Assessment
	<b>Wider reading/Cultural capital</b> Key text overviews Recommended books: How to be a sociologist- Sarah Cant and Jennifer Hardes <b>Revision Guide-</b> AQA GCSE 9-1 Sociology All-in-One Complete Revision and Practice					
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
	<b>1. Social Stratification</b>	<b>1. Social stratification</b>	<b>1.Yr 10 topic revision</b>	<b>1.Yr 11 topic revision</b>	<b>External exams</b>	<b>External exams</b>
	<b>Concepts/Tier 3 vocabulary</b> Apartheid Caste system Meritocracy Myth Social class	<b>Concepts/Tier 3 vocabulary</b> Patriarchy Glass ceiling effect Embourgeoisement thesis Relative poverty	<b>Concepts/Tier 3 vocabulary</b> Ethics Informed Consent Blend/Reconstituted family Legal changes Skills provision Subject choice	<b>Concepts/Tier 3 vocabulary</b> American Dream Money Success Myth of Meritocracy Self-fulfilling prophecy Gender pay gap Control theory Power Representation		
<b>Year 11</b>	<b>Justification:</b> The final topic of Stratification brings together the key factors influencing individuals in society.  Students examine ways in which in which people are differentiated in society by class, gender, age and ethnicity. Consideration is given to a range of stratification systems including apartheid, Hindu Caste system and Social class.  Sociological key texts for this topic focus on the role of inequality in society examining the Functionalist meritocratic view contrasted with the Marxist	<b>Justification</b> Students continue to make synoptic links to previous topics by examining the extent of gender inequality and the impact of legislation to outlaw discrimination e.g.1970 Equal Pay Act.  Students examine key texts debating the reasons for poverty in society considering material and cultural explanations. This includes a debate between Marxist, Functionalist and New Right thinkers.  Students evaluate the role of power in everyday life and can draw on their knowledge from previous topics to consider a range of power	<b>Justification:</b> Following the Year 11 PPEs students consolidate their learning from Paper 1 topics and research methods topic. Students complete further revision assessments on Family and Education topics and receive specific feedback on their exam skills and content knowledge.	<b>Justification:</b> Students consolidate their learning from Paper 2 topics and research methods topic. Students complete further revision assessments on Crime and Social Stratification topics and receive specific feedback on their exam skills and content knowledge.	Throughout the two years, students will have consolidated their knowledge and exam skills through retrieval practice each lesson, mid and end of topic assessments and PPEs in Year 10 and Year 11.	

	view of the myth of meritocracy.	relationships e.g. parent and child, police and citizens.				
	<b>Assessment:</b> Mid topic Social Stratification	<b>Assessment:</b> End of topic Social Stratification	<b>Assessment:</b> Revision Assessment- Family Revision Assessment- Education	<b>Assessment:</b> Revision Assessment- Crime Revision Assessment- Stratification		
	<b>Wider reading/Cultural capital</b> Sociology Review Library					