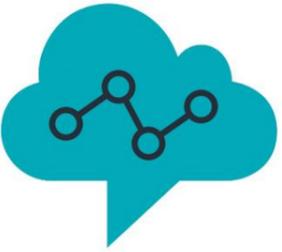


# GCSE Sociology – Curriculum Intent

Skill	Logo	Year 9 (Thinking Sociologically, Sociological Perspectives, Socialisation Culture, and Identity, Mass Media, Research Methods)	Year 10 (Families, Education, Crime and Deviance)	Year 11 (Social Stratification and Revision of all GCSE Content)	Link to A Level Specification
Using Evidence AO1		<p><b>Skill Demonstration:</b> Students are required to respond to questions using sociological evidence e.g. data on inequality. They will also begin to form evidence-based arguments and be assessed on this through written work. This will form the basis for all other topic areas to come.</p> <p><b>Bright Sparks:</b> Include up to date data, sociological studies, key words and names. Might begin to draw in on perspectives as a form of evidence.</p>	<p><b>Skill Demonstration:</b> Students continue to make conscious efforts in using sociological evidence. They will learn the importance of revision to aid this skill. Half-termly assessments and regular homework (bi-weekly) on exam questions will help. Using key terms, key studies and names is a strong focus in each unit studied.</p> <p><b>Bright Sparks:</b> Be able to recite the research methods used by each key sociologist and what the pros and cons of this were.</p>	<p><b>Skill Demonstration:</b> Students should now be clear that no answer can ever be given which does not contain sociological evidence. They will know what AO1 means and will be able to use a range of key terminology in their written work. They will know every key study outlined in the GCSE spec by the end of year 11 ready for their exam. Where they do not know the research method used by the sociologist, they will at least be aware that they could be asked to identify this in a stem given to them by an exam question.</p> <p><b>Bright Sparks:</b> Students will know what research methods each key sociologist used. They will also be able to locate a large amount of the key sociologists into one of the 3 perspectives covered.</p>	<ul style="list-style-type: none"> <li>Tougher stance on AO1 and what counts as evidence e.g. more key names as well as key words</li> <li>Being able to spot evidence referred to in stem material which is then used in an answer</li> <li>Signposting evidence clearly enough for the reader to see</li> </ul>
Research Methods AO1 AO2 AO3		<p><b>Skill Demonstration:</b> Students will complete mini research based tasks by designing their own studies. For example they will design questionnaires to conduct with other students, interviews and even observations which could be implemented in real life. They will also be assessed in their ability to weigh up the costs and benefits of each research method covered.</p> <p><b>Bright Sparks:</b> Begin to show how some methods are more/less likely to work within different contexts.</p>	<p><b>Skill Demonstration:</b> Regular check-ups to see how well students can apply their knowledge of research methods to each unit studied. They must apply their knowledge to unique contexts and use data to come to conclusions.</p> <p><b>Bright Sparks:</b> Show strong progress in this area by gaining excellent marks in any applied research methods question set as homework or in assessments.</p>	<p><b>Skill Demonstration:</b> All students should be able to identify generic problems and values with each research method. They should be able to present practical, ethical and theoretical factors. They will show some ability to do this in the context of any of the 4 units studied.</p> <p><b>Bright Sparks:</b> Research methods might be used as an evaluation point in a 12 mark answer. Students will be excellent at evaluating the worth of a method or methods in any possible given context. Students will also fully understand the use of triangulation and the mixed methods approach. This will be drawn upon in responses to exam questions and made relevant.</p>	<ul style="list-style-type: none"> <li>Continue to develop on knowledge and understanding of this topic area</li> <li>Methods in context section of education unit. Students must assess a method in the context of one area of education</li> <li>Students explore the link between methods and theory on a deeper level</li> </ul>
Analyse and Evaluate AO3		<p><b>Skill Demonstration:</b> Students will aim to make sense of the different sociological perspectives including functionalism, Marxism and feminism. They will compare them with each other and draw out conclusions on what each perspective stands for.</p> <p><b>Bright Sparks:</b> Begin to show how some methods are more/less likely to work within different contexts.</p>	<p><b>Skill Demonstration:</b> By now, students should be developing their Explain section of their P.E.E paragraphs. This is where they must demonstrate their ability to draw out conclusions from the evidence they use. Similarly, they should also be clear on the many strengths and weaknesses behind some key theory covered in each unit.</p> <p><b>Bright Sparks:</b> Use the Explain section in a P.E.E to suggest why a particular theory might agree/disagree with a point made. Show an ability to analyse through the applied research methods questions.</p>	<p><b>Skill Demonstration:</b> Development of the ability to draw out conclusions from evidence will be strengthened where the above skill of using evidence will be utilised more. Students slowly but surely given less support on how to scaffold sentences and structure so that this skill can be demonstrated more effectively. Students able to move past saying what is good or bad about an idea but be able to compare arguments and perspectives.</p> <p><b>Bright Sparks:</b> Students can use sociological theory to evaluate arguments and evidence. This will be particularly clear in the social stratification unit on topics such as power and the role of social stratification.</p>	<ul style="list-style-type: none"> <li>Two skills separated into distinctive areas</li> <li>Analysis enhanced through using more stem material and coming to conclusions on material which links to it</li> <li>Evaluation enhanced through having to demonstrate more knowledge and compare ideas more</li> </ul>
Apply AO2		<p><b>Skill Demonstration:</b> Use a range of questions to test student ability with interpreting questions and applying a range of content to the correct context. This will be seen with the introduction of 2,4, 5 and 12 mark style questions</p> <p><b>Bright Sparks:</b> Apply knowledge of research methods to variety of different contexts.</p>	<p><b>Skill Demonstration:</b> Students will confront a larger amount of exam questions and stems which they will have to interpret and answer coherently and correctly. They will learn how and when to use key studies which are relevant and the skill of finding opposing arguments for 12 mark questions.</p> <p><b>Bright Sparks:</b> Be able to apply sociological theory when it is relevant. Should also be clear on their application of research methods to specific contexts given to them in a stem.</p>	<p><b>Skill Demonstration:</b> Mistakes made with applying irrelevant content to exam questions should now be happening less and less or not at all. With 12 mark questions, students should be able to see what arguments (both for and against/support or challenge) should look like. Students will be able to detect key words from questions which signpost key topic areas within each unit.</p> <p><b>Bright Sparks:</b> Go beyond the above by linking to the bottom skill on connection. Students will make synoptic links in their 12 mark answers to show how multiple topic areas might be relevant to one answer.</p>	<ul style="list-style-type: none"> <li>Questions move away from small marks to big marks. Becomes harder to spot what the question is asking and what material needs to be applied</li> </ul>
Sociological Judgement AO3		<p><b>Skill Demonstration:</b> Be able to verbally present some evidence based conclusions. Avoid "balance" by picking one side and being able to argue why this is the judgement. Seeing the importance of making a decision in an argument and avoiding apathy.</p> <p><b>Bright Sparks:</b> Come to judgments by using sociological perspectives where possible and being able to signpost credible evidence.</p>	<p><b>Skill Demonstration:</b> Begin to develop the skill of writing a clear and coherent conclusion. Whereas this might be verbal in year 9, it needs to be rehearsed in a written format in year 10. This will come through in the time spent practicing 12 mark questions.</p> <p><b>Bright Sparks:</b> Where possible conclusions need to reference sociological theories and credible evidence.</p>	<p><b>Skill Demonstration:</b> Well-reasoned, well-supported and conclusive technique shown in written work. Students will demonstrate this with their ability to mirror their conclusion with their introduction to a 12 mark question. Here they will show the ability to answer the question in both sections but make the natural progression from start to finish clear and obvious. They will practice this more and more towards the end of the year.</p> <p><b>Bright Sparks:</b> Go beyond just defining key words in an introduction, but immediately giving an answer to the question and then elaborating on this in their conclusion. This will involve the use of key sociological theory.</p>	<ul style="list-style-type: none"> <li>This is still very important for all but 2 types of question in the A Level spec</li> <li>Introductions become non-negotiable areas for judgements to be made</li> </ul>
Connect AO2 AO3		<p><b>Skill Demonstration:</b> Showing how some themes covered in the unit on Sociological Perspectives can link to issues of media ownership and control e.g. Marxism and media control.</p> <p><b>Bright Sparks:</b> Connect the macro theories to the way they study society (e.g. through Positivist methods).</p>	<p><b>Skill Demonstration:</b> Towards the end of year 10 and during completion of the Crime and Deviance unit, students should be able to connect ideas such as socialisation, culture, identity and social groups to the Crime and Deviance unit. They will develop their understanding of issues such as cultural and material deprivation, subculture and labelling and see how they can link to both education and crime and deviance.</p> <p><b>Bright Sparks:</b> Bring in an understanding of the Paul Willis study and show how it links to both education and crime and deviance.</p>	<p><b>Skill Demonstration:</b> The unit of Social Stratification will draw in on knowledge of the 3 big theories and how they link to the issues covered. Students will connect their knowledge of the units covered in year 9 such as Thinking Sociologically and Sociological Perspectives to this unit. They will also see how one sociologists study can be applied to a wide range of units. E.g. Davis and Moore (education and social stratification), Halsey, Heath and Ridge (family, education, crime and deviance and social stratification) and Walby (crime and deviance and social stratification). They will learn the skill of efficiency of content. Where one piece of evidence can be connected to multiple areas of the course. Finally, students must be ready for synoptic 12 mark questions which bring in their understanding of topics from across different units.</p> <p><b>Bright Sparks:</b> Connections will include linking in relevant case studies and examples covered. Knowing how to do this <i>as well as</i> using evidence, not <i>instead of</i> using evidence.</p>	<ul style="list-style-type: none"> <li>Some units studied again but in more depth e.g. Education and Crime and Deviance so connections from GCSE to A Level are made</li> <li>Connections from GCSE to new units such as Health and Beliefs in Society are made e.g. linking sociological theory and aspects of culture, identity, socialisation and social stratification</li> </ul>