

Year 10	 MANDEVILLE SCHOOL	GCSE Sociology			
	Year 9 Summer Half Term 2	Year 10 Autumn Term	Year 10 Spring Term	Year 10 Summer Term	
Scheme of Work	Introducing Sociology	Families	Research Methods	Education	
Knowledge and Skills	Students are introduced to sociology as the study of society and social behaviour. They develop understanding of culture, norms, values, roles, status, identity, socialisation and social control, including the distinction between primary and secondary socialisation. Students are introduced to the major sociological perspectives of Functionalism, Marxism, Feminism and Interactionism, alongside concepts including consensus, conflict, social structure, inequality and patriarchy. Students begin to distinguish sociological explanations from common-sense explanations and develop the skills of identifying, describing, explaining and comparing sociological ideas.	Students examine different family forms, including nuclear, extended, lone-parent, reconstituted and same-sex families, alongside changes in family diversity. They investigate changing patterns of marriage and divorce, including reasons for the rise in divorce since 1945 and its consequences for family members and structures. Students examine how relationships within families have changed from pre-industrial to contemporary society and consider contemporary family issues including parenting, relationships between teenagers and adults, care of elderly and disabled family members and arranged marriage. Students study changing conjugal roles, domestic labour, decision-making and power relationships and compare sociological perspectives on the functions and role of families. Core AQA studies include Parsons, Rapoport and Rapoport, Wilmott and Young, Oakley, Zaretsky and Delphy and Leonard. Students develop their ability to apply evidence, compare perspectives and construct evaluative arguments about family life.	Students understand the stages of sociological research, including research aims, hypotheses, pilot studies and sampling. They study questionnaires, interviews and observations and distinguish between primary/secondary and quantitative/qualitative data. Students evaluate research using validity, reliability, representativeness and bias alongside practical, ethical and theoretical considerations, including time, cost, access, consent, confidentiality and potential harm to participants. Students examine the strengths and limitations of qualitative and quantitative approaches, including the use of mixed methods. They examine official and non-official statistics and other secondary sources and develop skills in interpreting tables, graphs and sociological data. Students learn to select and justify appropriate research methods within different contexts.	Students examine the role and functions of education and competing sociological explanations of the education system. They study Durkheim and Parsons on socialisation, social solidarity, achieved status and meritocracy and contrast these with Bowles and Gintis' Marxist account. Students investigate educational achievement and inequality according to social class, gender and ethnicity, examining both internal and external factors. They explore labelling, teacher expectations, self-fulfilling prophecy, subcultures, material and cultural factors and educational policy. Required AQA studies including Durkheim, Parsons, Bowles & Gintis, Halsey, Ball and Willis are explicitly taught and evaluated.	
Why This	This unit establishes the conceptual and theoretical foundations required for the entire GCSE. Students learn that individual experiences and behaviours can be understood in relation to wider social structures, institutions and processes. It introduces students to the idea that sociologists can interpret the same aspect of society differently and that sociological arguments should be supported by evidence rather than assumption or personal experience.	Families provide an accessible first substantive topic through which students can question assumptions about a familiar social institution. Students explore how apparently private experiences are influenced by wider patterns of gender, culture, social class and social change. The unit also demonstrates clearly how different sociological perspectives can produce competing explanations of the same institution.	Research Methods allows students to understand how sociologists know what they claim to know. It encourages students to critically evaluate evidence rather than accepting statistics or research findings at face value. Students recognise that different research methods produce different forms of evidence and that all research involves methodological choices and limitations.	Education is a major social institution directly experienced by students and therefore provides a powerful opportunity to challenge assumptions about achievement and opportunity. Students investigate whether education operates meritocratically and explore how social structures and processes can contribute to unequal outcomes.	
Why Now	As the opening unit, Introducing Sociology establishes the disciplinary knowledge and vocabulary students require before studying substantive areas of society. Beginning with socialisation and sociological perspectives provides students with a framework that can subsequently be applied to Families, Education, Crime and Deviance and Social Stratification.	Following Introducing Sociology, students are ready to apply abstract concepts and perspectives to a substantive area. Socialisation, norms, values, patriarchy, consensus and conflict can now be explored through concrete examples. Families therefore provides an effective bridge between introductory sociological theory and more complex applications later in the course.	Having encountered sociological evidence and studies within Families, students are ready to examine how that evidence is produced. Teaching Research Methods before Education allows methodological concepts to be immediately applied to the investigation of schools, teachers and pupils rather than remaining abstract.	Students can now combine theoretical understanding from Introducing Sociology, knowledge of socialisation and inequality from Families, and methodological understanding from Research Methods. Education therefore requires students to synthesise several strands of prior knowledge and represents an important step towards more complex sociological analysis.	
Links to Prior Learning	Although Sociology is a new GCSE subject, students draw upon existing knowledge of family life, school, friendship groups, rules, identity, inequality and social expectations. The unit transforms familiar experiences into objects of sociological enquiry and introduces the academic terminology needed to analyse them.	Students revisit primary socialisation, norms, values, roles, identity, consensus and conflict. Functionalist, Marxist and Feminist perspectives are now applied to a specific social institution. Previous understanding of patriarchy supports examination of conjugal roles, domestic labour and feminist explanations of inequality within families.	Students have already encountered sociological studies and evidence in Introducing Sociology and Families. They now examine how sociologists could investigate issues such as changing family forms, domestic labour or attitudes towards marriage. Concepts including gender, class and culture also provide contexts for discussing sampling, representativeness and bias.	Secondary socialisation builds directly upon primary socialisation studied within Families. Functionalism, Marxism and Feminism are reapplied to a different institution. Family knowledge supports explanations involving material and cultural factors, while Research Methods enables students to evaluate educational evidence and studies.	
Links to Future Learning	The perspectives and concepts introduced here are revisited throughout the GCSE. Patriarchy is applied to Families, Education, Crime and Stratification; labelling becomes particularly important in Education and Crime and Deviance; socialisation links Families, Education and Crime; and Functionalist and Marxist explanations recur throughout the course.	Primary socialisation provides the foundation for examining secondary socialisation in Education and Socialisation into norms and deviance in Crime and Deviance. Gender roles and patriarchy recur in Education, Crime and Social Stratification. Family background and social class also become important when explaining educational achievement and wider differences in life chances.	Research Methods is synoptic and will recur throughout Education, Crime and Deviance and Social Stratification. Students will repeatedly evaluate the methods used to generate sociological evidence and apply concepts such as validity, reliability and representativeness. Interpretation of quantitative and qualitative evidence also supports source and data questions across the GCSE.	Concepts including labelling, self-fulfilling prophecy, subcultures and social control provide an important bridge into Crime and Deviance. Educational differences associated with class, gender and ethnicity also prepare students for Social Stratification and the study of inequality and life chances.	
SMSC Links	Students consider how norms and values differ between cultures and social groups, encouraging respect for cultural diversity. Examination of inequality, prejudice and discrimination develops moral and social awareness. Students consider how formal and informal social control influence behaviour and examine the relationship between individual freedom and societal expectations.	Students develop appreciation of family diversity and recognise that family structures and relationships differ across cultures and social groups. Examination of domestic labour, power and gender roles raises questions surrounding equality and fairness. Changes to marriage, divorce and family legislation allow students to explore how law both reflects and influences changing social values.	Students explore ethical responsibilities involved in researching human participants, including informed consent, privacy, confidentiality, anonymity and protection from harm. Discussion of bias and representation encourages students to consider whose experiences may be excluded from research and why responsible research is important.	Students consider fairness, equality of opportunity and whether educational outcomes reflect merit. Examination of class, gender and ethnicity challenges stereotypes and develops understanding of diversity. Students consider discrimination, equality legislation and the role institutions can play in either reproducing or reducing social inequalities.	
Assessment and Feedback	Regular retrieval activities assess understanding of key concepts and perspectives through quizzes, correct-the-error, true/false, categorisation and application tasks. Students progress from defining sociological terminology to explaining and comparing perspectives. Short AQA-style questions establish expectations surrounding sociological evidence and structured written responses. Feedback identifies misconceptions and develops increasingly precise use of sociological terminology.	Frequent retrieval assesses key terminology, sociologists and theoretical perspectives. Students progress through AQA-style identify, describe and explain questions towards extended evaluative responses. Students use sociological evidence to support arguments and compare competing perspectives. Modelling and student-friendly mark schemes make expectations explicit, while DIRT requires students to correct misconceptions, improve terminology and strengthen explanation and evaluation.	Retrieval activities assess methodological terminology before students apply concepts to research scenarios. Students identify suitable methods, justify methodological decisions and evaluate research using validity, reliability, representativeness, ethics and practical considerations. Data-response tasks develop interpretation skills. Feedback increasingly focuses on moving students away from generic advantages/disadvantages towards contextualised methodological evaluation.	Retrieval increasingly becomes synoptic, requiring students to recall material from Families, Research Methods and introductory theory. Students practise the full range of relevant AQA question styles, progressing towards independent extended writing and 12-mark responses. Modelling, essay planning and explicit examination of assessment criteria develop analysis and evaluation. End-of-Year-10 assessment provides a cumulative assessment of Paper 1 knowledge, followed by targeted DIRT and reteaching.	