

GCSE CURRICULUM and ASSESSMENT OVERVIEW

SUBJECT: History

Responsibility: TBC

	Term1	Term 2	Term 3	Term 4	Term 5	Term 6	Summer Holiday
Year 9	Component 1: Compulsory Core 1.1 Key sociological concepts: culture, norms, values, roles, status, identity, sanctions, cultural diversity	Component 1: Compulsory Core 1.2 Debates over the acquisition of identity: nature/nurture including examples of feral children and cultural diversity	Component 1: Compulsory Core 1.3 The process of socialisation: agents of socialisation: family, education, media, peer group 1.4 The process of socialisation: how agents of socialisation pass on culture and identity, for example: gender, class and ethnic identity. Informal and formal social control	Component 2: Compulsory Core .3 Equality/inequality in relation to class, gender, ethnicity, age, disability and sexuality • evidence and examples should be used to demonstrate equality/inequality in contemporary UK	Component 1: Sociological research methods 4.1 Usefulness of different types of data: primary and secondary data, qualitative and quantitative data, sources of secondary data, including diaries, journals, official and non-official statistics	Component 1: Sociological research methods 4.2 Methods of research: Qualitative and quantitative methods including questionnaires, structured and unstructured interviews, different types of observations.	
Literacy/numeracy							
Assessments	Exam practice questions End of term assessment	Exam practice questions End of term assessment	Exam practice questions End of term assessment	Exam practice questions End of term assessment	Exam practice questions End of term assessment	Year 9 end of year assessment	

<p>Year 10</p>	<p>Component 1: Families and households 2.1 Family diversity and different family forms in the UK and within a global context:</p> <ul style="list-style-type: none"> • nuclear family, extended family, reconstituted family, lone parent family, single sex family, cohabiting family, beanpole family, ethnic minority family forms • global family forms including polygamy, arranged marriages • one-child family policy in China 	<p>Component 1: Families and households 2.2 Social changes and family structures, changes in social norms, secularisation, values and laws, feminism, economic factors, technology and immigration and their impact on o family diversity, including the work of Rapoport</p> <ul style="list-style-type: none"> • segregated and joint conjugal roles, symmetrical families, domestic division of labour • New Man • Decision making / money management o dual career families • Leisure activities • Theory of symmetrical family and principle of stratified diffusion, developed from the functionalist 	<p>Component 1: Families and households 2.3 Sociological theories of the role of the family:</p> <ul style="list-style-type: none"> • conflict versus consensus debate on the role of the family • Functionalist theory of the role and functions of family, such as Parsons and primary socialisation and stabilisation of adult personalities • Marxist theory of families serving the interests of capitalism, including the work of Zaretsky • Feminist critique of family as a patriarchal institution, including the 	<p>Component 1: Education 3.1 Sociological theories of the role of education</p> <ul style="list-style-type: none"> • Conflict versus consensus debate on the role of education • Functionalist theory of education - serving the needs of society and the economy facilitating social mobility and fostering social cohesion including the work of Durkheim on education as the transmission of norms and values o achieved status and education operating on meritocratic principles, with reference to the work of Parsons • Marxist theory of education serving the needs of capitalism o education maintaining inequality, including the work of Bowles and Gintis on the correspondence theory • Feminist theory of education perpetuating patriarchy, including the work of Becky Francis 	<p>Component 1: Education 3.2 Processes inside schools:</p> <ul style="list-style-type: none"> • processes within schools affecting educational achievement e.g. labelling, including the work of Hargreaves, hidden curriculum, streaming, banding, anti-school sub-cultures including the work of Willis, teacher expectations, including the work of Ball, self-fulfilling prophecy 	<p>Component 1: Education 3.3 Patterns of educational achievement • patterns of attainment by gender, social class, ethnicity 3.4 Factors affecting educational achievement: in relation to gender, social class and ethnicity (apply theory)</p> <p>REVISION OF RESEARCH METHODS</p>	
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		<p>perspective of Willmott and Young</p> <ul style="list-style-type: none"> • Child-rearing patterns and child-centred families • 'boomerang' children • 'sandwich' generation 	<p>work of Delphy and Leonard and Oakley and the conventional family</p> <ul style="list-style-type: none"> • New Right views of family 	<p>on the patriarchal nature of schools</p>			
Literacy/numeracy							
Assessment	<p>Exam practice questions</p> <p>End of term assessment</p>	<p>Exam practice questions</p> <p>End of term assessment</p>	<p>Exam practice questions</p> <p>End of term assessment</p>	<p>Exam practice questions</p> <p>End of term assessment</p>	<p>Exam practice questions</p> <p>End of term assessment</p>	<p>End of Unit Test</p> <p>Mock Exam</p>	
Year 11	<p>Component 2: Social differentiation and stratification</p> <ul style="list-style-type: none"> • conflict versus consensus debate on • Functionalist theory of stratification - Davis and Moore's theory on the role of stratification in terms of effective role allocation and performances linked to the 	<p>Component 2: Social differentiation and stratification</p> <p>5.4 Factors which may influence access to life chances and power</p> <p>5.5 Poverty as a social issue:</p> <ul style="list-style-type: none"> • absolute and relative poverty, including the work of Townsend on relative deprivation • material deprivation • groups prone to poverty • culture of poverty, 	<p>Component 2: Crime and Deviance</p> <p>6.1 Social construction of concepts of crime and deviance</p> <ul style="list-style-type: none"> • historical and cultural variations • social construction of crime and deviance <p>6.2 Social control</p>	<p>Component 2: Crime and Deviance</p> <p>6.4 Sociological theories and explanations of deviance and criminal behaviour (structural, subcultural, interactionist and feminist)</p> <p>REVISION</p>	<p>Revision</p>	<p>Exams</p>	

	<p>promise of rewards o meritocracy</p> <ul style="list-style-type: none"> • Marxist theory of social stratification- socio-economic classifications and two class system, power of bourgeoisie to exploit the proletariat and to maintain their position, false class consciousness • Weberian theory of stratification o socio-economic classifications o theory of class, status and party • Feminist views on patriarchy and stratification 	<p>including the work of Murray on the underclass</p> <ul style="list-style-type: none"> • cycle of deprivation • social exclusion and inclusion • impact of globalisation 	<ul style="list-style-type: none"> • informal and formal social control and unwritten rules • agencies of informal social control- family, peer group, education, religion ,media • sanctions formal social control, role of the police and courts <p>6.3 Patterns of criminal and deviant behaviour by: social class, ethnicity, age, gender</p>				
Literacy/numeracy							
Assessment	<p>Exam practice questions</p> <p>End of term assessment</p>	<p>Exam practice questions</p> <p>End of term assessment</p>	<p>Exam practice questions</p> <p>End of term assessment</p> <p>MOCK EXAM</p>	<p>Exam practice questions</p> <p>End of term assessment</p>	<p>Exam practice questions</p> <p>End of term assessment</p>	EXAM	

