



Minimum Expected Standards GCSE SOCIOLOGY Year 10

Inside this booklet you will find a summary of all the knowledge and skills that the academy expects you to master in this subject by the end of the year.

These are the **minimum standards** that we set for all students. If you achieve this you should be on track to achieve at least a **grade 5/6 in your GCSE** in year 11.

During each half-term you will have regular '**learning checks**' to assess how well you are progressing against the expected standards. If you do not reach the expected standard in any of these checks you should be seeking help from your teacher, asking for study supports and using the materials on TGISpace to help you improve.

If you wish to push yourself further your teacher will also be sharing with you examples of how to go **beyond the expected standards**

**Tudor Grange Academy
Solihull**

Year 10(Autumn 1) Education Part 1

- **The Role of Education:** Outline the different roles that education may perform, including economic, selective, socialisation, social control and political
- **Formal and Informal Education:** Outline and give one example of the difference between formal and informal education, including the hidden curriculum
- **Functionalism and Education:** Outline Durkhiems functions of education and outline two criticism of his views
- **Functionalism and education:** Explain the key ideas of **Parsons**; Role allocation and meritocracy, teaching core values (specialist skills) Social mobility. Outline two criticisms of his views
- **Marxism and Education:** Outline and explain the key ideas of Bowles and Gintis.
- **Different types of schools:** Identify and give examples of different types of schools, e
- **The Tripartite System:** Explain and evaluate what the Tripartite system is
- **The 1988 Education Act:** Outline the key changes this act introduced.Explain using examples how this led to the Marketisation of education and give a strength and weakness of this.
- **New Labour's Educational Policies after 1997** Give two examples of New Labour policies
- **Education Polices since 2010:** Outline two changes to education of the Coalition government
- **Be apply to evaluate the use of research methods** such as observations, official statistics, interviews to the study of educational issues by sociologists.

Year 10 (Autumn 2) Education Part 2

- **State vs. Independent Education:** Outline what state education is and what independent education is. Give two arguments for and 2 arguments against independent schools
- **Alternative education:** Outline and explain what de-schooling is and what home education is. Outline and give examples of vocational education,
- **Social Class and Achievement:** Outline and evaluate Hasleys study into social class and education. Outline Ball, Bowe and Gewirtzs' research into market forces and parental choice and explain how marketization benefits the middle class
- **External Factors and Achievement:** Outline and give examples of how material deprivation, parental values, cultural capital and cultural deprivation may impact on achievement
- **Internal factors and Achievement:** outline and explain the effects of streaming and setting, labelling (including details of the key study by Stephen Ball) and teacher expectations.

Year 10 (Summer 1) Crime and Deviance Part 3

- **The Mass Media and Deviancy Amplification:** Define what deviancy amplification is. Outline and explain what folk devils and moral panics are using Stanley Cohens Mods and Rockers study.
- **Crime and Public Debates:** Outline and explain arguments for and against the use of prisons as punishments
- **Crime and Public Debates:** Outline and explain arguments for and against harsher sentencing for violent crimes
- **Be apply to evaluate the use of research methods** such as observations, official statistics, interviews to the study of issues in crime .

Year 10 (Summer 2) Revision of families/Education and Research methods (year 9 topics) and trial exam

- Outline and evaluate key research methods
- Apply research methods questions effectively to exam questions
- Outline and evaluate key theories in the family topic (see Expected standards sheet for families)
- Apply knowledge of the family topic questions effectively to exam questions
- Outline and evaluate key theories in the education topic (see Expected standards year 10 Autumn)

Year 10 (Spring 2) Crime and Deviance Part 2

- **Statistical Data and Crime:** outline what official statistics are, outline what victim surveys are, outline what self-report studies are .
- **Explain 2 advantages and 2 disadvantages of the following for measuring crime:**
Official statistics, Victim surveys, Self-report studies
- **Use of Statistical Data by Police:** Outline and explain how the police use official statistics
- **Problems of Police-Recorded Crime Statistics:** be able to outline what the social construction of crime is and why this makes it difficult to measure crime accurately
- **Social Class and Crime: Why the Working class are recorded as committing more crime than the middle class.** outline /explain and give two evaluations of the below explanations for working class crime: **Status frustration** (Use Cohens study), **Education, Socialisation, Labelling**
- **Social class and crime: Middle class crimes:** Explain what white collar crime is using at least one example.
- **Gender, Crime and Poverty:** Outline one possible link between gender, crime and poverty
- **Ethnicity and Crime patterns:** Outline patterns of crime and ethnicity, e.g prison rates, stop and search rates.
- **Patterns Relating to Ethnicity and Crime:** Outline and evaluate the following explanations: **institutional police racism, Labelling, inaccurate statistics, Social class (poverty)**
- **Age and Crime:** Outline and evaluate 2 reasons why young people are more likely to commit crimes.
- **Be apply to evaluate the use of research methods** such as observations, official statistics, interviews to the study of issues in crime .

- **Counter-School Subcultures:** Define what a counter-school subculture is. Outline and provide two criticisms of Paul Willis' "Lads" study.
- **Gender and Achievement:** Outline The changing patterns of achievement in girls, including possible explanations for why they achieve better than boys now **Subject** Outline two possible reasons for the different trends in option choices
- **Ethnicity and Achievement:** Outline trends by ethnicity and reasons for these trends
- **Be apply to evaluate the use of research methods** such as observations, official statistics, interviews to the study of educational issues by sociologists.

Year 10 (Spring 1) Crime and Deviance :Part 1

- **Crime** define the term crime and give one example of a crime
- **Deviance:** define the term deviance and give one example of a deviant act
- **Social Order and Social Control:** define social order and social control and give examples of each.
- **Formal and Informal Social Control:** Define formal and informal control and give one example of each.
- **Biological and Psychological explanations of crime:** Explain and evaluate Maternal deprivation (psychological), genes(biological), Lombroso(biological)
- **Formal and Informal Rules:** Define and explain the difference between formal and informal rules
- **The Functionalist View of Crime and Deviance:** outline/explain the Functionalist View of Crime and Deviance using **Durkheim's** basic concepts: Consensus view/useful for society /anomie/ safety valve
- **The Functionalist View of Crime and Deviance:** Outline and provide one strength and weakness of **Merton's Strain theory**
- **The Functionalist View of Crime and Deviance:** Explain **Cohens** study (*Subcultural theory*) and give 2 criticisms
- Explain 1 criticism Cohen makes of **Mertons** strain theory
- **The Marxist view of Crime and Deviance:** Outline the Marxist explanation of crime and deviance by outlining Karl Marx's views
- **The Feminist view of Crime and Deviance:** Outline how feminists explain why women are less likely to commit crime by outlining **Hiedenshon's Social Control theory-patriarchy.**