



Curriculum Content	Assessment	What homework will they have?	I'm not an expert, so how can I help?
<p>What will my child be studying this term? The curriculum within Sociology for Year 11 is intended to build on Year 10 studies by: extending knowledge and understanding of the key themes and perspectives in the subject, extending knowledge, understanding and application of the systematic methods used to study society and to build on the strong foundation of exam skills developed in Unit 1 by studying three additional topics in Unit 2.</p> <p><u>Crime and Deviance</u></p> <ul style="list-style-type: none"> • What is meant by crime and deviance? • When is an act seen as deviant? • What is the difference between formal and informal rules? • What are social order and social control? • What is the difference between formal and informal social control? • What non sociological explanations are there for criminal and deviant behaviour? • How do sociologists explain criminal and deviant behaviour? • What other sociological explanations of criminal and deviant behaviour are there? • How does labelling theory explain criminal and deviant behaviour? • What are the main sources of statistical data on the extent of crime? • How far do official statistics on recorded crime measure the extent of crime? • What is meant by the 'social construction' of official crime statistics? • What is the relationship between involvement in crime and age? • What is the relationship between crime and gender? • How do we explain women's increasing involvement in crime? • What is the relationship between involvement in crime and ethnicity? • How do we explain the patterns in statistics on crime and ethnicity? • What is the relationship between involvement in crime, social class and locality? 	<p>Contact Mr Kuwar for further information</p>	<p>One piece of homework is set per week. Homework tasks include:</p> <ul style="list-style-type: none"> • Practice Exam Questions • Research tasks • Reading tasks • Several other skills-based tasks. <p>Exercise books are available to take home at least once per fortnight for students to review and consolidate content and skills covered in lessons and for parents to monitor effort, progress and quality of both class work and homework.</p>	<p>Students are regularly set stretch and challenge activities which are designed to maximise their potential.</p> <p>Examples include:</p> <ul style="list-style-type: none"> • Local Police Community Support Officers to speak to the class about their role in the community. • Use digital recorders to interview friends/parents about the importance of social networking in their lives. Students could then use these recordings as a basis for a podcast.

- What is the significance of criminal behaviour for victims of crime?
- What is the significance of criminal behaviour for communities and society?
- Why is youth crime seen as a social problem?
- What are the links between racism and crime?

Mass Media

- What are the mass media?
- What are the broadcast and electronic media?
- What technological developments have affected the mass media over last 30 years?
- How widespread is newspaper readership?
- How much television do audiences watch?
- What use do people make of the Internet?
- What are the effects of the mass media on their audiences?
- What are the effects of the media according to the decoding approach?
- What is the role of the mass media in the socialization process?
- What is the mass media's role in political socialization?
- What are the patterns of ownership within the press?

Content covered:

Unit 2

Weeks 1-9 – Crime and Deviance

Weeks 10-14 – Mass Media (Part 1 of 2)

Literacy and numeracy:

- Glossary terms
- Making sense of statistical information
- Identifying trends and changes

What can I do to help my child?

- Support them to design a questionnaire to measure fear of crime in their local area amongst different social groups. Get 10 questionnaires completed and results collated and analysed.
- Help them to analyse statistical data in order to find patterns in who commits crime, according to the statistics. They should then be able to think sociologically to suggest why this might be the case, but also to question the validity of the statistics.
- Read a media story concerning youth crime.
- Facilitate a discussion on the importance and influence of social networking sites on students' lives compared to the lives of other social groups, for example their grandparents.
- Please regularly go through your child's class notes and monitor their progress
- Please ensure that homework is being completed with the utmost effort
- Monitor the [Go4Schools](#) assessment records to track progress
- Discussion about topics in the news can always be linked to our studies so keeping students up to date with contemporary affairs will be beneficial
- Insist that absence from lessons must be followed by meaningful catch up exercises (full support will be offered)
- Watch sociological programmes on TV or films that allow for sociological scrutiny (details available from teaching staff)

- Encourage students to read Sociology books beyond the designated course textbook.

Additional resources and details of core texts used:

- The Learning Resource Centre in school is a good starting point for various resources, including access to copies of the core textbook and revision guide. In addition, you can find many Sociology texts at your nearest Warwickshire Library (www.warwickshire.gov.uk/findalibrary)
- The core text book and revision guide used in lessons are those published by Collins (www.collins.co.uk/category/Secondary/Sociology/). [Textbook ISBN: 9780007310708, Revision Guide ISBN: 9780007350599]. Students are encouraged to purchase the Revision Guide at a reduced price via [ParentPay](#)
- The internet is full of sociological information to help your child. Nevertheless, please ensure the content is at the right level for your child to use effectively. Please discourage direct copying from internet sites. Written work must be in the students' own words
- A collection of revision notes are available here (www.tutor2u.net/sociology/gcse-sociology.html)
- Learning resources organised by topic (www.bbc.co.uk/education/subjects/zbbw2hv)
- Plenty of revision resources including podcasts (www.sociologytwynham.com/revision-exercises/)
- Links to a huge variety of sociological information for learning, revision, research and explorations (www.revisiontime.com/gCESoc.htm)
- Parents and students can access key materials such as the Exam specification, past papers and mark schemes directly from the exam board via the AQA website (www.aqa.org.uk/subjects/sociology/gcse/specification-4190)

Teaching group arrangements:

All teaching groups are mixed ability.

Where can I get more advice?

Mr B Kuwar (Curriculum Leader) – bkuwar@stratfordschool.co.uk. Please include the name of your child's teacher so the message can be forwarded appropriately.