



Satit Prasarnmit International Programme

Curriculum Pathway Academic Year 2023-2024 Department: Humanities

Department Details	Assessment Types
Subject: Sociology Head of Department: Vitas Somvongsiri Head of Department Email: vitas.so@spip.in.th Subject Teacher(s): Thomas Sluhoski	Assessment Type 1: Class Participation/Notebook
	Assessment Type 2: Structured Discussions/Debates
	Assessment Type 3: Individual Assessments
	Assessment Type 4: Projects (Group/Individual)
	Assessment Type 5: Exam Preparation (Exam Questions/Essays)
	Assessment Type 6: Exams (EoT/EoY/Mock)

Year	Term	Unit(s) of Work	Core Knowledge & Concepts
10 IGCSE	1	Unit 1 - Theory and Methods	<ul style="list-style-type: none">Students are introduced to sociology and the concept of the sociological imagination.Students will understand the main theoretical approaches to the study of sociology.Students will be able to describe the main stages in sociological research.Students will be able to describe the main methods used in sociological research and be able to evaluate them referring to practical, theoretical and ethical issues.Students will understand the main types of information and data that sociologists use, including quantitative and qualitative data and primary and secondary data.
	2	Unit 2 - Culture, Identity, and Socialisation Unit 3 - Social Inequality	<ul style="list-style-type: none">Students will understand the key terms culture, norms, values, roles, beliefs and identity and appreciate that these are social constructions as well as understand how they influence human behaviour.Students will understand the terms conformity and non-conformity and how agencies of social control work.Students will know examples of rewards and sanctions applied in different societies and organisations.Students will be able to explain the nature of sub-cultures and how these impact on consensus and conflict.Students will be able to describe and account for diversity and variations in human behaviour and culture, including issues related to cultural relativism and multiculturalism.Students will be able to assess the view that globalisation is creating a global culture.Students will be able to explain the ways in which childhood is socially constructed.Students will be able to describe the process of learning and socialisation, both primary and secondary.Students will be able to explain the different agencies of socialisation and their impact on individuals, including the consequences of inadequate socialisation.Students will be able to assess the different views in the nature/nurture debate.Students will be able to assess the role, age, gender, ethnic group and class as influences of social identity.Students will be able to describe social stratification and the different forms that stratification can take in modern industrial society: class, age, ethnicity, gender.Students will be able to explain the difference between achieved status and ascribed status.Students will be able to describe life chances and account for differences in life chances among and within stratified groups.Students will be able to assess evidence of and reasons for the distribution of wealth and income in different societies.Students will be able to assess the impact of the welfare state and other government measures, including equal opportunities legislation, to reduce inequality.Students will be able to explain the problems involved in defining wealth and poverty.
	3	Unit 3 - Social Inequality	<ul style="list-style-type: none">Students should understand the difference between formal and informal education.

		<p>Unit 4 - The Family</p> <p>EoY Exam Preparation</p>	<ul style="list-style-type: none"> Students will be able to describe how education can be an agent of socialisation and social control. Students will be able to describe the relationship between education and social mobility. Students can describe different types of schools. Students can assess explanations for different levels of achievement by gender, social class and ethnicity, including cultural, material and linguistic factors. Students can describe the main types of family. Students can discuss the influence of social stratification and ethnicity on family diversity. Students can describe the functions of the family and understand the 'loss of functions' debate. Students can describe alternatives to the family. Students can describe cross-cultural differences in marriage and alternatives to marriage. Students prepare and review for End of the Year Exams.
11 GCSE	1	<p>Unit 4 - Family (cont. from Y10)</p> <p>Unit 5 - Education</p>	<ul style="list-style-type: none"> Students learn about the different roles in the family. Students examine changes in family relationships and roles. Students learn about relevant sociological debates about changes to the family. Students learn about gender issues relating to family structures. Students learn about variations in family relationships reflecting the influences of social stratification and ethnicity. Students learn about the negative aspects of family life, including domestic violence, gender inequality, child abuse and neglect. Students learn about industrialisation and urbanisation relating to changes in family structures. Students learn about demographic trends: family size and birth rates; death rates and life expectancy and the consequences of an ageing population. Students learn about informal and formal education. Students learn about education as an agency of socialisation and social control. Students examine the relationship between education and social mobility. Students learn about the different types of schools. Students examine patterns in educational achievement and experience in relation to gender, ethnicity and social class. Students learn about the influences of family background on educational achievement. Students examine the influence of school, teachers, pupil sub-cultures and the peer group on educational achievement. Students learn about the difficulty in measuring intelligence, selection, and its relationship to educational achievement. Students assess the roles of the official curriculum and the hidden curriculum in schools.
	2	<p>Unit 6 - Crime, deviance, and social control.</p> <p>Unit 7 - Media</p>	<ul style="list-style-type: none"> Students learn the difference between crime and deviance, and how definitions of these terms may vary between societies and across time, relativity of crime and deviance. Students learn about social control through the media, religion, the police, courts and the penal system. Students learn how crime is measured and the strengths and limitations of official statistics, self-report studies, and victim surveys. Students examine patterns and explanations of crime by age, class, gender and ethnicity. Students learn about policing and law enforcement, including policing strategies, e.g. targeting, surveillance, crime prevention, as well as crime related to new technologies (e.g. the internet). Students learn and debate about how society deals with crime. Students examine sociological explanations of deviant and criminal behaviour. Students learn about the role of law enforcement agencies and the media in defining crime and deviance, stereotyping, labelling and deviancy amplification. Students learn about the development of sub-cultures and links to crime and deviance, particularly that of youth culture. Students learn about the various forms of the media, the role of advertising, debates about the ownership and control of the media, media freedom, and censorship. Students examine sociological perspectives on media, including pluralism, Marxism, and postmodernism. Students examine patterns of media use and representation of social groups based on ethnicity, gender, age, class and disability, as well as the effect of representation on audiences. Students examine the role of the traditional/new media in shaping values, attitudes and behaviour. Students learn about agenda setting, gate-keeping and stereotyping through the selection and presentation of the news. Students examine sociological explanations of the influence of the media: hypodermic-syringe model, audience selection, cultural effects approach, uses and gratifications model. Students learn about bias and distortion in the media, including propaganda and moral panics. Students learn about recent developments in the media including changes in ownership, globalisation, interactivity, the digital divide, diversification and convergence within the media.
	3	Exam Leave	

12 AS Level	1	Unit 1 - Socialisation and The Creation of Social Identity Unit 2 - Methods of Research	<ul style="list-style-type: none"> Students study and understand the process of learning and socialisation. Students learn and understand what social control, conformity and resistance are. Students learn and understand about social identity and change. Students learn about of methods of sociological research, designing research, and evaluate strengths and limitations of various designs/approaches. Students learn and understand different types of data. Students learn and understand the different types of research issues. Students debate about whether sociology can and should be based on the natural sciences.
	2	Unit 3 - Theories of The Family and Social Change Unit 4 - Family Roles and Changing Relationships	<ul style="list-style-type: none"> Students learn and understand the theories of family and social change. Students learn and understand the different perspectives on the role of the family. Students learn and understand about diversity and social change. Students learn and understand the family roles and changing relationships. Students learn and understand gender equality and experiences of family life. Students learn about age and family life.
	3	Exam Leave	
13 A2 Level	1	Unit 7 - Globalisation: Key debates, concepts, and perspectives. Unit 8 - Globalisation: Contemporary issues. Unit 9 - Ownership and control of Media. Unit 10 - Media representation and effects.	<ul style="list-style-type: none"> Students learn about sociological debates and perspectives on the impact of globalization. Students evaluate the problems with defining globalisation and the different dimensions of globalisation including cultural, political and economic. Students evaluate sociological perspectives on who benefits from globalisation. Students learn about the impact of globalisation on identity. Students evaluate the role of Western ideology in shaping identity and assess the role of globalisation in the spread of liberal democracy, human rights, social movements, as well as attempts to oppose globalisation. Students debate the role of the nation state in tackling global social and environmental problems. Students learn about the impact of globalisation on life chances in developing countries, in relation to education, income and health. Students examine the role of transnational organisations in tackling global inequalities. Students examine sociological explanations for global inequalities, including capitalism, colonialism, post-colonialism and patriarchy. Students learn about issues relating to global migration and evaluate the consequences both positive and negative. Students research about the emergence of global crimes from sociological perspectives. Students evaluate the efficiency of policing and prosecuting global crime, including the benefits and challenges resulting from new technology. Students learn about trends affecting the organisation of the media, including cross-media ownership, digitalisation, media conglomerates and social media. Students evaluate differences between the traditional media and the new media, which is more powerful today, and who controls the media. Students learn about sociological theories about the media, including pluralism, marxism, neo-Marxism, post-modernism, feminism and more. Students examine and understand concepts such as censorship, mass manipulation, and hegemony as different ways of understanding the production of media content. Student examine how the media may influence the political process, including agenda setting, opinion polls, and news reporting. Students learn about how the new media is contributing to globalisation and challenging existing power structures, as well as impacting social identities and interpersonal relationships. Students engage with the sociological debate about digital optimism versus digital pessimism.
	2	Unit 11 - Religion and social order.	<ul style="list-style-type: none"> Students learn about ways of defining religion, the difficulties in measuring religious belief, other beliefs systems, and the role of religiosity in social groupings/organisation, including class, gender, ethnicity and age. Students learn about functionalist perspectives of how religion contributes to social order and social solidarity and debate/contrast with Marxist perspectives of the relationship between religion, oppression and capitalism. Students critically assess Weber’s theory of religion and capitalism, as well as alternative views about religion and the origins of capitalism. Students learn about the influence of religious movements on social change, political debates and

		Unit 12 - The influence of religion.	<p>struggles, and research case studies.</p> <ul style="list-style-type: none"> Students examine evidence for a global decline in religious belief, which informs the sociological secularisation debate and debates about whether religion has lost its social significance. Students examine Feminist perspectives on religion as well as moves towards gender equality in religious organisations and evidence that religious practices may benefit women. Students engage in discussions about whether there has been a growth in privatised religion, the concept of spiritual shopping and its contribution to understanding religiosity today. Students learn about post-modern theories on religion for understanding the changing meaning and significance of religion today. Students examine different explanations for the growth in fundamentalist religions, including cultural defense, cultural transition, disengagement, marginality, and religious revival.
		Unit 5 - Education and society.	<ul style="list-style-type: none"> Students examine Functionalist, Feminist, New Right, and social democratic views on the relationship between education and life chances. Students learn about equal opportunity and debate the extent to which education systems are meritocratic today. Students learn about the importance of education in influencing life chances, the consequences of educational underachievement, and the links between education and social mobility. Students learn about the social construction of knowledge, factors influencing the content of the curriculum, including power, status, culture, economic demands, and gender. Students learn about sociological concepts such as the hidden curriculum, cultural reproduction, ethnocentrism, genderism, and the concept of cultural capital.
		Unit 6 - Education and inequality.	<ul style="list-style-type: none"> Students learn about the difficulties in defining intelligence, and the extent to which IQ tests are influenced by social factors, and intelligence as an influence on educational attainment. Students learn about the relationship between social class and educational attainment, including material and cultural factors, as well as in-school factors. Students examine the relationship between ethnicity and educational attainment, including racism in schools, and cultural/subcultural explanations. Students examine the relationship between gender socialisation and educational attainment, as well as examining recent social changes and gendered educational achievement, including changing female expectations and the crisis of masculinity.
	3	Exam Leave	