

## **Social Sciences**

### **Overview**

Psychology combines the study of biological, social and cognitive influences on behaviour through topics such as obedience, prejudice, memory and forgetting and psychological issues of development. These are just some of the topics we teach at GCSE and A level.

Sociology is the study of society, social relationships and institutions. This is a diverse and complex subject, which allows students to develop an awareness of the world. Students learn to develop their knowledge and understanding of social institutions, social organisation and conflict within society. Sociology examines and explains matters like crime and law, poverty and wealth, prejudice and discrimination and schools and education and aims to develop and enrich our understanding of key social processes.

Our social sciences lessons encourage students to think reflectively and critically as well as fostering a love of learning. The courses are designed to be taught in an engaging and innovative way and allow students to become independent and able social scientists. Psychology and sociology are very popular choices for students both at GCSE and A level. The study of social sciences provide an excellent foundation for advanced study and can open doors to careers in teaching, politics, government, social work, public services, health and social care, banking and finance and research, alongside numerous others.

### **KS4 curriculum**

Students are offered a revision and exam clinic on a weekly basis, where they can consolidate their understanding with a psychology or sociology specialist, practise their examination technique and access help with homework. Students develop a solid grounding in critical thinking, analysis, discussion and evaluation, which aims to prepare them for further study.

**Psychology** Year 11 2014 Cohort: WJEC - The two year course covers two units:

Unit 1 – Biological, Social and Developmental Psychology – Written paper: 1 hour 30 minutes. This is 50% of the overall grade.

Unit 2 – Cognitive Psychology; Individual Differences; and Ethics and Research Issues in Psychology – Written paper: 1 hour 30 minutes. This is 50% of the overall grade.

**Sociology** Year 11 2014 Cohort: OCR - The two year course covers three units:

Unit 1 – Sociology Basics – Written paper: 1 hour. This is 25% of the overall grade.

Unit 2 – Socialisation, Culture and Identity – Written paper: 1 hour 30 minutes. This is 50% of the overall grade.

Unit 3 –Applying Sociological Research Techniques – Written paper: 1 hour. This is 25% of the overall grade.

### **KS5 curriculum**

A Level psychology is an academic and demanding subject, which requires students to demonstrate and apply knowledge and understanding of scientific ideas, processes, techniques and procedures. Students are taught to analyse, interpret and evaluate scientific information, ideas and evidence to make judgements and reach conclusions. Over the two year course, students practice developing and refining practical design and procedures.

**Psychology** Year 12 2015 Cohort: Edexcel - The two year linear course covers three units:

Paper 1 – Foundations in psychology – written paper: 2 hours. This is 35% of the qualification.

Paper 2 – Applications of psychology – written paper: 2 hours. This is 35% of the qualification.

Paper 3 – Psychological skills – written paper: 2 hours. This is 30% of the qualification.

*This linear qualification will be awarded for the first time in summer 2017.*

**Psychology** Year 13 2014 Cohort: Edexcel - The two year course covers four units:

Unit 1 – Social and Cognitive Psychology – Written paper: 1 hour 20 minutes. This is 40% of the total AS marks and 20% of the total GCE marks.

Unit 2 – Understanding the Individual – Written paper: 1 hour 40 minutes. This is 60% of the total AS marks and 30% of the total GCE marks.

Unit 3 – Applications of Psychology – Written paper: 1 hour 30 minutes. This is 40% of the total AS marks and 20% of the total GCE marks.

Unit 4 – How Psychology Works – Written paper: 2 hours. This is 60% of the total AS marks and 30% of the total GCE marks.

The study of sociology focuses on contemporary society. Studying sociology fosters the development of critical and reflective thinking with a respect for social diversity. It provides an awareness of the importance of social structure and social action in explaining social issues. Students are encouraged to develop their own sociological awareness through active engagement with the contemporary social world. A Level sociology is an academic and demanding subject that requires extended writing and critical thinking.

**Sociology** Year 12 2015 Cohort: WJEC - The two year linear course covers three components:

Component 1 – socialisation and culture – written paper: 2 hours 30 minutes. This is 40% of the qualification.

Component 2 – methods of sociological enquiry – written paper: 1 hour 45 minutes. This is 20% of the qualification.

Component 3 – power and stratification – written paper: 2 hours 30 minutes. This is 40% of the qualification.

*This linear qualification will be awarded for the first time in summer 2017.*

**Sociology** Year 13 2014 Cohort: WJEC - The two year course covers four units:

Unit 1 – acquiring culture – written paper: 1 hour. This is 20% of the total GCE marks.

Unit 2 – understanding culture – written paper: 1 hour 30 minutes. This is 30% of the total GCE marks.

Unit 3 – understanding power and control – written paper: 1 hour 30 minutes. This is 20% of the total GCE marks.

Unit 4 – understanding social divisions – written paper: 2 hours. This is 30% of the total GCE marks.

## **SMSC in social sciences**

The study of social sciences includes many topics and activities which facilitate the spiritual, moral, social and cultural development of students. Students consider topics such as mental illness, disability, racism, sexism and ageism. They explore the causes, consequences and in some cases, management of such issues. Students are encouraged to work collaboratively to explore and analyse moral and ethical debates and in doing so, develop a sense of empathy. Beyond the classroom students are given opportunities to attend lectures and events organised by universities and other local bodies as well as engaging in field work to investigate human behaviour.

## **Spiritual development in social sciences**

Students are given opportunities to develop an awareness and understanding of their own beliefs, values and emotions through the study of social sciences. They are encouraged to develop a sense of empathy with others and understanding that human feelings and emotions affect people in different ways. They are encouraged to express their opinions about contemporary issues and debates for example, racism within the criminal justice system, power of the practitioner in controlling mental illness and the use of day-care. Through the study of social sciences, students learn to develop a respect for others' beliefs, emotions and feelings. Regular use of self-evaluation and target setting allows students to be reflective. We aim to inspire students through a variety of teaching styles, resources and up-to-date and relevant case studies.

## **Moral development in social sciences**

Social sciences promotes moral development by encouraging students to analyse the decision making and consequences of others' actions e.g. individuals and governments. Students are encouraged to listen to and appreciate the views of others, whilst simultaneously considering the impact of their own decision-making. Students develop skills of analysis, debate, judgment and application of contemporary issues. They learn about measures to prevent discrimination on the basis of gender, race, age and other criteria. They are challenged on stereotypes and prejudices against particular groups in society, for example, recent moral panics in the media against religious and ethnic groups. The study of social sciences allows students to explore the moral impact of research on the well-being of participants and the ethical implications for wider society.

## **Social development in social sciences**

Students are required to work collaboratively with students from different backgrounds on tasks such as discussions, presentations and group work. Students develop skills of cooperation and team work and show mutual respect for one another whilst working on a range of tasks. As a department we encourage a sense of community in the classroom to allow students from all backgrounds and abilities to flourish. Success is celebrated through written and verbal feedback from teachers and peers. Outside the classroom students also have opportunities to employ leadership skills and independence by becoming Social Sciences Mentors for year 11 students.

## **Cultural development in social sciences**

Social sciences teachers have an awareness of the range of social backgrounds that students come from and they deliver the lessons with sensitivity. Students learn about laws that promote racial, gender and other forms of equality and they address the importance of developing a respect for peoples' beliefs and values. The analysis of cross-cultural research is an important feature of lessons and this allows students to study a range of societies from different perspectives. Developing an awareness of the problems and needs of others is a crucial element of our lessons and we encourage students to develop a holistic awareness when analysing case studies and research on issues such as mental illness, disability, sexism,

ageism etc. Students also have opportunities to develop personal enrichment through the setting of out-of-classroom activities such as watching film and documentaries and listening to news broadcasts to keep up-to-date with current affairs related to their learning.