

**AQA GCSE SOCIOLOGY**

Key Stage 4		HT1	HT2	HT3	HT4	HT5	HT6
YEAR 10	Paper	Paper 1 & Paper 2	Paper 1 Families	Paper 1 Families Paper 1 Education	Paper 1 Education	Paper 1 Families Paper 1 Education	Paper 2 crime & deviance
	Key content & skills	<p>The sociological approach. Students must know and understand:</p> <ul style="list-style-type: none"> <li>debates within sociology including conflict versus consensus</li> <li>how sociological knowledge and ideas change over time</li> <li>the contextualised work (a sense of time and place) of key classical sociologists Durkheim, Marx and Weber</li> <li>different sociological perspectives on social structures, social processes and social issues, including those informed by: feminism, functionalism, interactionism and Marxism</li> <li>the interrelationship between the core areas of sociology</li> <li>how to use sociological research methods as outlined in the topics and how they</li> </ul>	<p><b><u>Functions of family Content</u></b></p> <ul style="list-style-type: none"> <li>Differing views of the functions of families.</li> <li>Parsons functionalist perspective on primary socialisation and the stabilisation of adult personalities.</li> </ul> <p><b><u>Skills</u></b></p> <p>Students should be able to:</p> <ul style="list-style-type: none"> <li>identify, describe and explain the functions of families (sexual, reproductive, economic and educational)</li> <li>describe, compare and contrast a variety of sociological perspectives on the functions of families (functionalist, feminist and Marxist).</li> </ul> <p><b><u>Family forms Content</u></b></p> <ul style="list-style-type: none"> <li>How family forms differ in the UK and within a global context.</li> </ul>	<p><b><u>Criticisms of families Content</u></b></p> <ul style="list-style-type: none"> <li>Different criticisms of families (isolation and unrealistic idealisation, loss of traditional functions, lack of contact with wider kinship networks, the status and role of women within families, marital breakdown, dysfunctional families).</li> <li>The work of Zaretsky on developments in families from a Marxist perspective and Delphy and Leonard's feminist critique of families.</li> </ul> <p><b><u>Skills</u></b>: Students should be able to:</p> <ul style="list-style-type: none"> <li>identify, describe and explain different criticisms of families</li> <li>describe, compare and contrast a variety of sociological perspectives on these issues (functionalist,</li> </ul>	<p><b><u>The relationship between education and capitalism Content</u></b></p> <p>Different views of the correspondence principle on the relationship between education and capitalism as developed from a Marxist perspective by Bowles and Gintis.</p> <p><b><u>Skills</u></b>: Students should be able to:</p> <ul style="list-style-type: none"> <li>describe the key ideas of Bowles and Gintis on education and capitalism</li> <li>describe, compare and contrast a variety of alternative sociological perspectives on the correspondence principle.</li> </ul> <p><b><u>Educational achievement Content</u></b></p> <ul style="list-style-type: none"> <li>Factors affecting educational achievement.</li> <li>The work of Halsey on class-based inequalities and Ball on parental choice and competition between schools.</li> </ul> <p><b><u>Skills</u></b>: Students should be able to:</p>	<p><b><u>Paper 1 revision Exam technique booster</u></b></p>	<p><b><u>The social construction of crime and deviance Content</u></b></p> <ul style="list-style-type: none"> <li>The social construction of concepts of crime and deviance and explanations of crime and deviance.</li> <li>The work of Merton on the causes of crime from a functionalist perspective and Becker from an interactionist perspective.</li> </ul> <p><b><u>Skills</u></b>: Students should be able to:</p> <ul style="list-style-type: none"> <li>identify, describe and explain various sociological explanations of crime and deviance including anomie, labelling, structural theories, subcultural theories and interactionist theory</li> <li>explain the social construction of concepts of crime and deviance</li> <li>describe, compare and contrast a variety of sociological perspectives on the</li> </ul>

		<p>apply in the specified contexts ie families, education, crime and deviance,</p> <ul style="list-style-type: none"> <li>key sociological terms and concepts concerned with social structures, social processes and social issues and the explanation of social phenomena including: <i>society, socialisation, norms, values, roles, labelling, discrimination, power and authority.</i></li> </ul>	<ul style="list-style-type: none"> <li>The work of the Rapoport on family diversity.</li> </ul> <p><b>Skills:</b> Students should be able to identify, describe and explain various family forms (nuclear, extended, reconstituted, lone parent, single sex).</p> <p><b>Conjugal role relationships</b></p> <p><b>Content</b></p> <ul style="list-style-type: none"> <li>Different views of conjugal role relationships.</li> <li>The feminist perspective of Oakley on the idea of the conventional family.</li> </ul> <p><b>Skills:</b> Students should be able to:</p> <ul style="list-style-type: none"> <li>identify, describe and explain joint and segregated conjugal roles</li> <li>describe and explain the domestic division of labour in both traditional and contemporary families</li> <li>demonstrate their understanding of issues that impact on conjugal role relationships within the contemporary family including decision making, money management, dual</li> </ul>	<p>feminist and Marxist)</p> <ul style="list-style-type: none"> <li>describe the key ideas of Zaretsky on families</li> <li>describe the key ideas of Delphy and Leonard on families.</li> </ul> <p><b>Divorce</b></p> <p><b>Content</b></p> <p>Changes in the pattern of divorce in Britain since 1945 and the consequences of divorce for family members and structures.</p> <p><b>Skills:</b> Students should be able to:</p> <ul style="list-style-type: none"> <li>identify, describe and explain the pattern of divorce in Britain since 1945 using relevant statistical data</li> <li>explain reasons for the rise in divorce since 1945 including: changes in the law, changes in social attitudes and values, secularisation, changes in the status of women in society</li> <li>describe the consequences of divorce for family members (husband and wife, children and extended family) and the increase in the</li> </ul>	<ul style="list-style-type: none"> <li>identify, describe and explain various factors affecting educational achievement including class, gender and ethnicity</li> <li>describe, compare and contrast a variety of sociological perspectives on these issues (functionalist, feminist and Marxist)</li> <li>describe the key ideas of Halsey on class-based inequalities</li> <li>describe the key ideas of Ball on parental choice and competition between schools.</li> </ul> <p><b>Processes within school</b></p> <p><b>Content</b></p> <ul style="list-style-type: none"> <li>Processes within schools affecting educational achievement.</li> <li>The work of Ball on teacher expectations and Willis on the creation of counter school cultures.</li> </ul> <p><b>Skills:</b> Students should be able to:</p> <ul style="list-style-type: none"> <li>identify, describe and explain various</li> </ul>	<p>social construction of crime and deviance (interactionist, functionalist, feminist and Marxist)</p> <ul style="list-style-type: none"> <li>describe the key ideas of Merton on the causes of crime</li> <li>describe the key ideas of Becker on the causes of crime.</li> </ul> <p><b>Social control</b></p> <p><b>Content</b></p> <ul style="list-style-type: none"> <li>Formal and informal methods of social control.</li> <li>The work of Heidensohn on female conformity in male dominated patriarchal societies.</li> </ul> <p><b>Skills:</b> Students should be able to:</p> <ul style="list-style-type: none"> <li>identify, describe and explain formal and informal methods of social control including unwritten rules and sanctions</li> <li>describe, compare and contrast a variety of sociological perspectives on social control (interactionist, functionalist, feminist and Marxist)</li> </ul>
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	Assessment	<b>Assessment for Learning</b> <b>Formal Assessment</b> Quizzes & tests Mock exam questions Seneca learning	<b>Assessment for Learning</b> <b>Formal Assessment</b> Quizzes & tests Mock exam questions Seneca learning	<b>Assessment for Learning</b> <b>Formal Assessment</b> Quizzes & tests Mock exam questions End of unit assessment Seneca learning	<b>Assessment for Learning</b> <b>Formal Assessment</b> Quizzes & tests Mock exam questions Seneca learning	<b>Assessment for Learning</b> <b>Formal Assessment</b> End of unit assessment Quizzes & tests Mock exam questions Seneca learning	<b>Assessment for Learning</b> <b>Formal Assessment</b> Quizzes & tests Seneca learning Mock exam questions
YEAR 11	Paper & content	Paper 2 crime & deviance Paper 2 social stratification	Paper 2 social stratification	Paper 1 & 2 research methods	Paper 2 Paper 1	Question-based revision. Focus based on student performance in full mock paper.	
	Key skills	<b>Data on crime Content</b> The usefulness of the main sources of data on crime, the collection of official data on crime, patterns and trends in crime figures and the 'dark figure'. <b>Skills</b>	<b>Poverty as a social issue Content</b> <ul style="list-style-type: none"> <li>Different interpretations of poverty as a social issue.</li> <li>The work of Townsend on relative deprivation</li> </ul>	<b>Research design</b> Describe and explain the processes involved in research design: the establishment of appropriate aims and relevant hypotheses, the use of pilot studies, the selection of appropriate sampling	<b>Paper 2 full mock paper</b> <b>Paper 1 revision &amp; full mock paper</b> <b>Exam technique booster</b> <b>Targeted &amp; focussed recall, recap &amp; revision.</b>		

		<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• identify and describe the main sources of data on crime</li> <li>• describe the pattern and trends in crime figures using relevant statistical data</li> <li>• explain the 'dark figure' of crime (unreported and unrecorded crime)</li> <li>• describe, compare and contrast a variety of sociological perspectives on the use of data on crime (functionalist, feminist and Marxist).</li> </ul> <p><b><u>Functionalist theory of stratification</u></b></p> <p><b><u>Students should be able to:</u></b></p> <ul style="list-style-type: none"> <li>• identify and describe the main sources of data on crime</li> <li>• describe the pattern and trends in crime figures using relevant statistical data</li> <li>• explain the 'dark figure' of crime (unreported and unrecorded crime)</li> <li>• describe, compare and contrast a variety of sociological</li> </ul>	<p>and Murray on the underclass.</p> <p><b><u>Skills:</u></b> Students should be able to:</p> <ul style="list-style-type: none"> <li>• identify, describe and explain different interpretations of poverty as a social issue including, the culture of poverty, material deprivation, the way in which governments have attempted to alleviate poverty and unemployment, the impact of globalisation</li> <li>• describe, compare and contrast a variety of sociological perspectives on poverty (functionalist, feminist and Marxist)</li> <li>• describe the key ideas of Townsend on relative deprivation</li> <li>• describe the key ideas of Murray on the underclass including links to New Right theories.</li> </ul> <p><b><u>Power and authority</u></b></p> <p><b><u>Content</u></b></p> <ul style="list-style-type: none"> <li>• Different forms of power and authority.</li> </ul>	<p>methods and the analysis of data.</p> <p><b><u>Qualitative and quantitative methods</u></b></p> <p>Describe and explain qualitative and quantitative methods (questionnaires, interviews, observations) and assess the value, application, and strengths and weaknesses of different methods.</p> <p>Assess the usefulness of the mixed methods approach.</p> <p><b><u>Different types of data</u></b></p> <p>Assess the usefulness of different types of data, qualitative and quantitative data, and official and non-official statistics.</p> <p><b><u>Primary and secondary sources</u></b></p> <p>Describe and explain primary and secondary sources of data.</p> <p><b><u>Interpretation of data</u></b></p> <p>Demonstrate the ability to interpret graphs, diagrams, charts and tables to discern patterns and trends in statistical data.</p> <p><b><u>Practical issues</u></b></p> <p>Practical issues including time, cost and access.</p> <p><b><u>Ethical issues</u></b></p> <p>Ethical issues are consent, confidentiality and harm to participants and how the issues can be addressed.</p> <p>In the context of the various social structures, social processes and social issues</p>			
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		<p>perspectives on the use of data on crime (functionalist, feminist and Marxist).</p> <p><b><u>Socio-economic class</u></b></p> <p><b><u>Content</u></b></p> <ul style="list-style-type: none"> <li>• Different views of socio-economic class.</li> <li>• The work of Marx and Weber on socio-economic class.</li> </ul> <p><b><u>Skills</u></b></p> <p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• identify, describe and explain socio-economic class divisions in society</li> <li>• describe, compare and contrast a variety of sociological perspectives on socio-economic class (functionalist, feminist and Marxist)</li> <li>• describe the key ideas of Marx on socio-economic class</li> <li>• describe the key ideas of Weber on socio-economic class.</li> </ul> <p><b><u>Life chances</u></b></p> <p><b><u>Content</u></b></p> <ul style="list-style-type: none"> <li>• Different views on factors affecting life chances.</li> </ul>	<ul style="list-style-type: none"> <li>• The work of Weber on power and authority.</li> </ul> <p><b><u>Skills</u></b></p> <p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• identify, describe and explain different forms of power and authority including traditional, charismatic, rational-legal, formal and informal sources of power</li> <li>• describe, compare and contrast a variety of sociological perspectives on power and authority (functionalist, feminist and Marxist)</li> <li>• describe the key ideas of Weber on power and authority.</li> </ul> <p><b><u>Power relationships</u></b></p> <p><b><u>Content</u></b></p> <ul style="list-style-type: none"> <li>• Describe and explain different views on factors affecting power relationships.</li> <li>• The work of Walby on patriarchy.</li> </ul> <p><b><u>Skills</u></b></p> <p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• identify, describe and explain different factors</li> </ul>	<p>detailed in the specification, students should be able to:</p> <ul style="list-style-type: none"> <li>• identify, describe and explain various methods and methodological issues</li> <li>• identify and explain the advantages and disadvantages, strengths and weaknesses of a particular method for a specific area of research</li> <li>• demonstrate an understanding of the process of research design for a specific area of research, including practical difficulties and ethical issues</li> <li>• demonstrate an understanding of the relevance and usefulness of various primary and secondary sources for a specific area of research</li> <li>• demonstrate the ability to interpret data presented in a variety of forms.</li> </ul>			
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		<ul style="list-style-type: none"> <li>The work of Devine revisiting the idea of the affluent worker.</li> </ul> <p><b><u>Skills</u></b></p> <p>Students should be able to:</p> <ul style="list-style-type: none"> <li>identify, describe and explain factors affecting life chances including social class, gender, race and ethnicity, sexuality, age, disability, religion and belief</li> <li>describe, compare and contrast a variety of sociological perspectives on life chances (functionalist, feminist and Marxist)</li> <li>describe the key ideas of Devine on the idea of the affluent worker.</li> </ul>	<p>affecting power relationships including social class, gender, sexuality, race, age, disability, religion and beliefs</p> <ul style="list-style-type: none"> <li>describe, compare and contrast a variety of sociological perspectives on power relationships (functionalist, feminist and Marxist)</li> <li>describe the key ideas of Walby on patriarchy.</li> </ul>				
	Assessment	<p><b><u>Assessment for Learning</u></b></p> <p><b><u>Formal Assessment</u></b></p> <p>Quizzes &amp; tests</p> <p>Seneca learning</p> <p>Mock exam questions</p>	<p><b><u>Assessment for Learning</u></b></p> <p><b><u>Formal Assessment</u></b></p> <p>Quizzes &amp; tests</p> <p>End of topic assessment</p> <p>Mock exam questions</p> <p>Seneca learning</p>	<p><b><u>Assessment for Learning</u></b></p> <p><b><u>Formal Assessment</u></b></p> <p>Quizzes &amp; tests</p> <p>End of topic assessment</p> <p>Seneca learning</p> <p>Mock exam questions &amp; full paper</p>	<p><b><u>Assessment for Learning</u></b></p> <p><b><u>Formal Assessment</u></b></p> <p>Mock exam questions and papers</p> <p>Walking talking assessments</p> <p>Seneca learning</p>		

