

## Exam board: AQA GCSE Sociology

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	Year 9	Year 10	Year 11
Autumn term	<p><b>Introduction to Sociology:</b></p> <ul style="list-style-type: none"> <li>Sociological approaches .</li> <li>Debates within sociology including conflict versus consensus.</li> <li>How sociological knowledge and ideas change over time and how these ideas inform our</li> <li>Understanding of the social world the contextualised work (a sense of time and place) of key classical sociologists Durkheim, Marx Weber referencing both their view of the world and their contribution to the development of the discipline.</li> <li>Different sociological perspectives on social structures, social processes and social issues, including those informed by: feminism, functionalism, interactionism and Marxism as specified in the topics.</li> </ul>	<p><b>Social stratification:</b></p> <ul style="list-style-type: none"> <li>Different views of the functionalist theory of social stratification.</li> <li>The work of Davis and Moore on social stratification from a functionalist perspective.</li> <li>Different views of socio-economic class.</li> <li>The work of Marx and Weber on socioeconomic class.</li> <li>Different views on factors affecting life chances.</li> <li>The work of Devine revisiting the idea of the affluent worker.</li> </ul>	<p><b>Crime and deviance:</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> <li>Formal and informal methods of social control.</li> <li>The work of Heidensohn on female conformity in male dominated patriarchal societies.</li> <li>Factors affecting criminal and deviant behaviour and ways in which criminal and deviant behaviour have generated public debate.</li> <li>The work of Albert Cohen on delinquent subcultures and Carlen on women, crime and poverty</li> </ul>
Spring term	<p><b>Research methods:</b></p> <ul style="list-style-type: none"> <li>Undertake small-scale research projects in order to develop their understanding of the practical difficulties faced by the sociologists working in the field.</li> </ul> <p><b>Key terms and concepts:</b></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: society, socialisation, norms, values, roles, labelling, discrimination, power and authority.</li> </ul> <p><b>Families and households:</b></p> <ul style="list-style-type: none"> <li>Differing views of the functions of families.</li> </ul>	<p><b>Social stratification:</b></p> <ul style="list-style-type: none"> <li>Different interpretations of poverty as a social issue.</li> <li>The work of Townsend on relative deprivation and Murray on the underclass. Different forms of power and authority.</li> <li>The work of Weber on power and authority</li> <li>Describe and explain different views on factors affecting power relationships.</li> <li>The work of Walby on patriarchy.</li> </ul> <p><b>Education:</b></p> <ul style="list-style-type: none"> <li>Different views of the role and functions of education.</li> <li>The functionalist perspective of Durkheim on education as the transmission of norms and values</li> </ul>	<p><b>Crime and deviance:</b></p> <ul style="list-style-type: none"> <li>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'.</li> </ul> <p><b>Revision:</b></p> <ul style="list-style-type: none"> <li>Revision for GCSE exam in May</li> </ul>

## CURRICULUM OVERVIEW: Sociology GCSE

	<ul style="list-style-type: none"> <li>Parsons functionalist perspective on primary socialisation and the stabilisation of adult personalities.</li> <li>Changing relationships within families.</li> <li>How relationships within families have changed over time.</li> <li>The theory of the symmetrical family and the principle of stratified diffusion developed from the functionalist perspective of Willmott and Young</li> </ul>	<p>and Parsons on achieved status and the operation of schools on meritocratic principles.</p> <ul style="list-style-type: none"> <li>Different views of the correspondence principle on the relationship between education and capitalism as developed from a Marxist perspective by Bowles and Gintis.</li> </ul>	
<b>Summer term</b>	<p><b>Families and Households:</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> <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 Leona.</li> <li>Changes in the pattern of divorce in Britain since 1945 and the consequences of divorce for family members and structures.</li> </ul>	<p><b>Education:</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> <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>Revision:</b></p> <ul style="list-style-type: none"> <li>Revision for GCSE exam in May</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>Internal exam based questions throughout year focused on specification requirements.</li> </ul>	<ul style="list-style-type: none"> <li>Internal exam based questions throughout year focused on specification requirements</li> <li>Students sit a full GCSE practice paper in the Summer term.</li> </ul>	<ul style="list-style-type: none"> <li>2 x 1 hour 45 minute written paper in June assessing year 9-11 content. This is externally assessed.</li> </ul>