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|  | **Year 9 - AQA** | **Year 10 - AQA** |
| **Autumn term** | **Core Theories**   * debates within sociology including conflict versus consensus * how sociological knowledge and ideas change over time and how these ideas inform our understanding of the social world * the contextualised work (a sense of time and place) of key classical sociologists Durkheim, Marx and Weber referencing both their view of the world and their contribution to the development of the discipline * 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 listed below and key arguments (identified through reading and responding to extracts from [key sociological texts](https://www.aqa.org.uk/subjects/sociology/gcse/sociology-8192/appendix-b-texts-and-summaries)) * the interrelationship between the core areas of sociology * how to use sociological research methods as outlined in the topics and how they apply in the specified contexts ie families, education, crime and deviance, social stratification. Teachers may encourage their students to undertake small-scale research projects in order to develop their understanding of the practical difficulties faced by the sociologists working in the field * [key sociological terms and concepts](https://www.aqa.org.uk/subjects/sociology/gcse/sociology-8192/appendix-a-key-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. | **Social Stratification**   | **Content** | **Additional information** | | --- | --- | | * Different views of the functionalist theory of social stratification. * The work of Davis and Moore on social stratification from a functionalist perspective. | Students should be able to:   * describe and explain the functionalist theory of stratification (effective role allocation and performance linked to the promise of rewards) * describe the key ideas of [Davis and Moore](https://www.aqa.org.uk/subjects/sociology/gcse/sociology-8192/appendix-b-texts-and-summaries#Davis_K_and_Moore_W_E_Some_principles_of_stratification_in_Bendix_R_and_Lipset_S_M_eds_Class_Status_and_Power_2nd_edition_Routledge_and_Kegan_Paul_1945_republished_1967) * describe, compare and contrast alternative perspectives on functionalist theory (feminist and Marxist). |   3.6.2 Socio-economic class   | **Content** | **Additional information** | | --- | --- | | * Different views of socio-economic class. * The work of Marx and Weber on socio-economic class. | Students should be able to:   * identify, describe and explain socio-economic class divisions in society * describe, compare and contrast a variety of sociological perspectives on socio-economic class (functionalist, feminist and Marxist) * describe the key ideas of [Marx](https://www.aqa.org.uk/subjects/sociology/gcse/sociology-8192/appendix-b-texts-and-summaries#Marx_K_selected_writings_18571867_in_McLellan_D_Karl_Marx_Selected_Writings_2nd_edition_Oxford_Oxford_University_Press_2000) on socio-economic class * describe the key ideas of [Weber](https://www.aqa.org.uk/subjects/sociology/gcse/sociology-8192/appendix-b-texts-and-summaries#Weber_M_The_Theory_of_Economic_and_Social_Organizations_New_York_Free_Press_1947_republished_2012) on socio-economic class. |   3.6.3 Life chances   | **Content** | **Additional information** | | --- | --- | | * Different views on factors affecting life chances. * The work of Devine revisiting the idea of the affluent worker. | Students should be able to:   * identify, describe and explain factors affecting life chances including social class, gender, race and ethnicity, sexuality, age, disability, religion and belief * describe, compare and contrast a variety of sociological perspectives on life chances (functionalist, feminist and Marxist) * describe the key ideas of [Devine](https://www.aqa.org.uk/subjects/sociology/gcse/sociology-8192/appendix-b-texts-and-summaries#Devine_F_Affluent_Workers_Revisited_Edinburgh_Edinburgh_University_Press_1992) on the idea of the affluent worker. |   3.6.4 Poverty as a social issue   | **Content** | **Additional information** | | --- | --- | | * Different interpretations of poverty as a social issue. * The work of Townsend on relative deprivation and Murray on the underclass. | Students should be able to:   * 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 * describe, compare and contrast a variety of sociological perspectives on poverty (functionalist, feminist and Marxist) * describe the key ideas of [Townsend](https://www.aqa.org.uk/subjects/sociology/gcse/sociology-8192/appendix-b-texts-and-summaries#Townsend_P_Poverty_in_the_United_Kingdom_Harmondsworth_Penguin_1979) on relative deprivation * describe the key ideas of [Murray](https://www.aqa.org.uk/subjects/sociology/gcse/sociology-8192/appendix-b-texts-and-summaries#Murray_C_Losing_Ground_New_York_Basic_Books_1984) on the underclass including links to New Right theories. |   3.6.5 Power and authority   | **Content** | **Additional information** | | --- | --- | | * Different forms of power and authority. * The work of Weber on power and authority. | Students should be able to:   * identify, describe and explain different forms of power and authority including traditional, charismatic, rational-legal, formal and informal sources of power * describe, compare and contrast a variety of sociological perspectives on power and authority (functionalist, feminist and Marxist) * describe the key ideas of [Weber](https://www.aqa.org.uk/subjects/sociology/gcse/sociology-8192/appendix-b-texts-and-summaries#Weber_M_The_Theory_of_Economic_and_Social_Organizations_New_York_Free_Press_1947_republished_2012) on power and authority. |   3.6.6 Power relationships   | **Content** | **Additional information** | | --- | --- | | * Describe and explain different views on factors affecting power relationships. * The work of Walby on patriarchy. | Students should be able to:   * identify, describe and explain different factors affecting power relationships including social class, gender, sexuality, race, age, disability, religion and beliefs * describe, compare and contrast a variety of sociological perspectives on power relationships (functionalist, feminist and Marxist) * describe the key ideas of [Walby](https://www.aqa.org.uk/subjects/sociology/gcse/sociology-8192/appendix-b-texts-and-summaries" \l "Walby_S_Theorizing_Patriarchy_Oxford_Blackwell_1990) on patriarchy. | |
| **Spring term** | **Research Methods**   |  |  | | --- | --- | | Research design | 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 methods and the analysis of data. | | Qualitative and quantitative methods | * Describe and explain qualitative and quantitative methods (questionnaires, interviews, observations) and assess the value, application, and strengths and weaknesses of different methods. * Assess the usefulness of the mixed methods approach. | | Different types of data | Assess the usefulness of different types of data, qualitative and quantitative data, and official and non-official statistics. | | Primary and secondary sources | Describe and explain primary and secondary sources of data. | | Interpretation of data | Demonstrate the ability to interpret graphs, diagrams, charts and tables to discern patterns and trends in statistical data. | | Practical issues | Practical issues including time, cost and access. | | Ethical issues | Ethical issues are consent, confidentiality and harm to participants and how the issues can be addressed. | | **Education**   | **Content** | **Additional information** | | --- | --- | | * Different views of the role and functions of education. * The functionalist perspective of Durkheim on education as the transmission of norms and values and Parsons on achieved status and the operation of schools on meritocratic principles. | Students should be able to:   * identify, describe and explain the functions of education including serving the needs of the economy, facilitating social mobility and fostering social cohesion * identify and describe a variety of different types of school including primary and secondary, state and private * describe alternative forms of educational provision including home schooling and de-schooling * describe, compare and contrast a variety of sociological perspectives on these issues (functionalist, feminist and Marxist) * describe the key ideas of [Durkheim](https://www.aqa.org.uk/subjects/sociology/gcse/sociology-8192/appendix-b-texts-and-summaries#Durkheim_E_Moral_Education_Glencoe_Free_Press_1925_republished_1973) on education * describe the key ideas of [Parsons](https://www.aqa.org.uk/subjects/sociology/gcse/sociology-8192/appendix-b-texts-and-summaries#Parsons_T_The_school_class_as_a_social_system_in_Halsey_et_al_Education_Economy_and_Society_New_York_The_Free_Press_1961) on education. |   3.4.2 The relationship between education and capitalism   | **Content** | **Additional information** | | --- | --- | | Different views of the correspondence principle on the relationship between education and capitalism as developed from a Marxist perspective by Bowles and Gintis. | Students should be able to:   * describe the key ideas of [Bowles and Gintis](https://www.aqa.org.uk/subjects/sociology/gcse/sociology-8192/appendix-b-texts-and-summaries#Bowles_S_and_Gintis_H_Schooling_in_Capitalist_America_London_Routledge_and_Kegan_Paul_1976) on education and capitalism * describe, compare and contrast a variety of alternative sociological perspectives on the correspondence principle. |   3.4.3 Educational achievement   | **Content** | **Additional information** | | --- | --- | | * Factors affecting educational achievement. * The work of Halsey on class-based inequalities and Ball on parental choice and competition between schools. | Students should be able to:   * identify, describe and explain various factors affecting educational achievement including class, gender and ethnicity * describe, compare and contrast a variety of sociological perspectives on these issues (functionalist, feminist and Marxist) * describe the key ideas of [Halsey](https://www.aqa.org.uk/subjects/sociology/gcse/sociology-8192/appendix-b-texts-and-summaries#Halsey_A_H_Heath_A_and_Ridge_J_M_Origins_and_Destinations_Oxford_Clarendon_Press_1980) on class-based inequalities * describe the key ideas of [Ball](https://www.aqa.org.uk/subjects/sociology/gcse/sociology-8192/appendix-b-texts-and-summaries#Ball_S_J_Bowe_R_and_Gerwitz_S_Market_forces_and_parental_choice_in_Tomlinson_S_ed_Educational_Reform_and_its_Consequences_London_IPPRRivers_Oram_Press_1994) on parental choice and competition between schools. |   3.4.4 Processes within schools   | **Content** | **Additional information** | | --- | --- | | * Processes within schools affecting educational achievement. * The work of Ball on teacher expectations and Willis on the creation of counter school cultures. | Students should be able to:   * identify, describe and explain various processes within schools affecting educational achievement including, streaming, setting, mixed ability teaching, labelling and the self-fulfilling prophecy * describe, compare and contrast a variety of sociological perspectives on these issues (interactionist, functionalist, feminist and Marxist) * describe the key ideas of [Ball](https://www.aqa.org.uk/subjects/sociology/gcse/sociology-8192/appendix-b-texts-and-summaries#Ball_S_J_Beachside_Comprehensive_A_Case_Study_of_Secondary_Schooling_Cambridge_Cambridge_University_Press_1981) on teacher expectations * describe the key ideas of [Willis](https://www.aqa.org.uk/subjects/sociology/gcse/sociology-8192/appendix-b-texts-and-summaries#Willis_P_Learning_to_Labour_Farnborough_Saxon_House_1977) on the creation of counter school cultures. | |
| **Summer term** | **Families & Households**   | **Content** | **Additional information** | | --- | --- | | * Differing views of the functions of families. * [Parsons](https://www.aqa.org.uk/subjects/sociology/gcse/sociology-8192/appendix-b-texts-and-summaries#Parsons_T_The_social_structure_of_the_family_in_Anshen_R_N_ed_The_Family_its_Functions_and_Destiny_New_York_Harper_and_Row_1959) functionalist perspective on primary socialisation and the stabilisation of adult personalities. | Students should be able to:   * identify, describe and explain the functions of families (sexual, reproductive, economic and educational) * describe, compare and contrast a variety of sociological perspectives on the functions of families (functionalist, feminist and Marxist). |   3.3.2 Family forms   | **Content** | **Additional information** | | --- | --- | | * How family forms differ in the UK and within a global context. * The work of the Rapoports on family diversity. | Students should be able to identify, describe and explain various family forms (nuclear, extended, reconstituted, lone parent, single sex). |   3.3.3 Conjugal role relationships   | **Content** | **Additional information** | | --- | --- | | * Different views of conjugal role relationships. * The feminist perspective of Oakley on the idea of the conventional family. | Students should be able to:   * identify, describe and explain joint and segregated conjugal roles * describe and explain the domestic division of labour in both traditional and contemporary families * demonstrate their understanding of issues that impact on conjugal role relationships within the contemporary family including decision making, money management, dual career families, child rearing and leisure activities * describe, compare and contrast a variety of sociological perspectives on conjugal role relationships (functionalist, feminist and Marxist). |   3.3.4 Changing relationships within families   | **Content** | **Additional information** | | --- | --- | | * Changing relationships within families. * How relationships within families have changed over time. * The theory of the symmetrical family and the principle of stratified diffusion developed from the functionalist perspective of Willmott and Young. | Students should be able to:   * identify, describe and explain how relationships within families have changed over time (pre-industrial, industrial and contemporary/modern) * identify, describe and explain contemporary family related issues, the quality of parenting, the relationships between teenagers and adults, care of the disabled/elderly and arranged marriage * describe, compare and contrast a variety of sociological perspectives on changing relationships within families (functionalist, feminist and Marxist) * describe the key ideas of [Willmott and Young](https://www.aqa.org.uk/subjects/sociology/gcse/sociology-8192/appendix-b-texts-and-summaries#Willmott_P_and_Young_M_The_Symmetrical_Family_Harmondsworth_Penguin_1973). |   3.3.5 Criticisms of families   | **Content** | **Additional information** | | --- | --- | | * 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). * The work of Zaretsky on developments in families from a Marxist perspective and Delphy and Leonard’s feminist critique of families. | Students should be able to:   * identify, describe and explain different criticisms of families * describe, compare and contrast a variety of sociological perspectives on these issues (functionalist, feminist and Marxist) * describe the key ideas of [Zaretsky](https://www.aqa.org.uk/subjects/sociology/gcse/sociology-8192/appendix-b-texts-and-summaries#Zaretsky_E_Capitalism_the_Family_and_Personal_Life_London_Pluto_Press_1976) on families * describe the key ideas of [Delphy and Leonard](https://www.aqa.org.uk/subjects/sociology/gcse/sociology-8192/appendix-b-texts-and-summaries#Delphy_C_and_Leonard_D_Familiar_Exploitation_Cambridge_Polity_Press_1992) on families. |   3.3.6 Divorce   | **Content** | **Additional information** | | --- | --- | | Changes in the pattern of divorce in Britain since 1945 and the consequences of divorce for family members and structures. | Students should be able to:   * identify, describe and explain the pattern of divorce in Britain since 1945 using relevant statistical data * 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 * describe the consequences of divorce for family members (husband and wife, children and extended family) and the increase in the numbers of lone parent families * describe, compare and contrast a variety of sociological perspectives on these issues (functionalist, feminist and Marxist). | | **Crime & Deviance**   | **Content** | **Additional information** | | --- | --- | | * The social construction of concepts of crime and deviance and explanations of crime and deviance. * The work of Merton on the causes of crime from a functionalist perspective and Becker from an interactionist perspective. | Students should be able to:   * identify, describe and explain various sociological explanations of crime and deviance including anomie, labelling, structural theories, subcultural theories and interactionist theory * explain the social construction of concepts of crime and deviance * describe, compare and contrast a variety of sociological perspectives on the social construction of crime and deviance (interactionist, functionalist, feminist and Marxist) * describe the key ideas of [Merton](https://www.aqa.org.uk/subjects/sociology/gcse/sociology-8192/appendix-b-texts-and-summaries#Merton_R_K__Social_Theory_and_Social_Structure_New_York_The_Free_Press_1938_republished_in_an_enlarged_edition_in_1968) on the causes of crime * describe the key ideas of [Becker](https://www.aqa.org.uk/subjects/sociology/gcse/sociology-8192/appendix-b-texts-and-summaries#Becker_H_S_Outsiders_New_York_The_Free_Press_1963) on the causes of crime. |   3.5.2 Social control   | **Content** | **Additional information** | | --- | --- | | * Formal and informal methods of social control. * The work of Heidensohn on female conformity in male dominated patriarchal societies. | Students should be able to:   * identify, describe and explain formal and informal methods of social control including unwritten rules and sanctions * describe, compare and contrast a variety of sociological perspectives on social control (interactionist, functionalist, feminist and Marxist) * describe the key ideas of [Heidensohn](https://www.aqa.org.uk/subjects/sociology/gcse/sociology-8192/appendix-b-texts-and-summaries#Heidensohn_F_Women_and_Crime_London_Macmillan_1985) on female conformity. |   3.5.3 Criminal and deviant behaviour   | **Content** | **Additional information** | | --- | --- | | * Factors affecting criminal and deviant behaviour and ways in which criminal and deviant behaviour have generated public debate. * The work of Albert Cohen on delinquent subcultures and Carlen on women, crime and poverty. | Students should be able to:   * identify, describe and explain factors affecting criminal and deviant behaviour including social class, gender, ethnicity and age * identify and describe various public debates over criminal and deviant behaviour including concerns over violent crime, sentencing, the treatment of young offenders, the prison system and media coverage of crime * describe, compare and contrast a variety of sociological perspectives on factors affecting criminal and deviant behaviour (interactionist, functionalist, feminist and Marxist) * describe the key ideas of [Albert Cohen](https://www.aqa.org.uk/subjects/sociology/gcse/sociology-8192/appendix-b-texts-and-summaries#Cohen_A_Delinquent_Boys_Glencoe_The_Free_Press_1955) on delinquent subcultures * describe the key ideas of [Carlen](https://www.aqa.org.uk/subjects/sociology/gcse/sociology-8192/appendix-b-texts-and-summaries#Carlen_P_Women_Crime_and_Poverty_Milton_Keynes_Open_University_Press_1988) on women, crime and poverty. |   3.5.4 Data on crime   | **Content** | **Additional information** | | --- | --- | | 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’. | Students should be able to:   * identify and describe the main sources of data on crime * describe the pattern and trends in crime figures using relevant statistical data * explain the ‘dark figure’ of crime (unreported and unrecorded crime) * describe, compare and contrast a variety of sociological perspectives on the use of data on crime (functionalist, feminist and Marxist). | |