

Yr10 (KS4)	Topic Area	Knowledge/skills to be taught.	Resources/support at home
Autumn 1	3.1 The sociological approach	<p>Students must know and understand:</p> <ul style="list-style-type: none"> • 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 (page 45)) • 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 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 	<p>For detailed breakdown of module content please see the AQA GCSE Sociology specification https://filestore.aqa.org.uk/resources/sociology/specifications/AQA-8192-SP-2017.PDF</p> <ul style="list-style-type: none"> • Access to model answers available via ‘Useful Links’ in Google Classroom • Access to past papers, markschemes and examiners comments available via ‘Useful Links’ in Google Classroom. • Access to Sociology GCSE wider reading/viewing list available via ‘Useful Links’ in Google Classroom

	<p>3.3.1 Functions of families</p> <p>3.3.2 Family forms</p> <p>3.3.3 Conjugal role relationships</p>	<ul style="list-style-type: none"> • Differing views of the functions of families. • Parsons (page 45) functionalist perspective on primary socialisation and the stabilisation of adult personalities. • How family forms differ in the UK and within a global context. • The work of the Rapoport on family diversity • describe and explain the domestic division of labour in both traditional and contemporary families • Different views of conjugal role relationships. • The feminist perspective of Oakley on the idea of the conventional family. 	
Autumn 2	<p>3.3.4 Changing relationships within families</p> <p>3.3.5 Criticisms of families</p>	<ul style="list-style-type: none"> • 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. • 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. 	
Spring 1	3.3.6 Divorce and Research Methods	<ul style="list-style-type: none"> • Changes in the pattern of divorce in Britain since 1945 and the consequences of divorce for family members and structures. 	

Spring 2	<p>3.7 Sociological research methods</p> <p>Research design</p> <p>Qualitative and quantitative methods</p> <p>Different types of data</p> <p>Primary and secondary sources</p> <p>Interpretation of data</p> <p>Practical issues</p> <p>Ethical issues</p>	<p>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.</p> <ul style="list-style-type: none"> • 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. <p>Assess the usefulness of different types of data, qualitative and quantitative data, and official and nonofficial statistics.</p> <p>Describe and explain primary and secondary sources of data.</p> <p>Demonstrate the ability to interpret graphs, diagrams, charts and tables to discern patterns and trends in statistical data</p> <p>Practical issues including time, cost and access.</p> <p>Ethical issues are consent, confidentiality and harm to participants and how the issues can be addressed.</p>	
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Summer 1	<p>3.4 Education</p> <p>3.4.1 Roles and functions of education</p> <p>3.4.2 The relationship between education and capitalism</p>	<ul style="list-style-type: none"> • 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. <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>	
Summer 2	<p>3.4.3 Educational achievement</p> <p>3.4.4 Processes within schools</p>	<ul style="list-style-type: none"> • Factors affecting educational achievement. • The work of Halsey on class-based inequalities and Ball on parental choice and competition between schools. • Processes within schools affecting educational achievement. • The work of Ball on teacher expectations and Willis on the creation of counter school cultures. 	
Yr11 (KS4)	Topic Area	Knowledge/skills to be taught.	Resources/support at home
Autumn 1	<p>3.5 Crime and deviance</p> <p>3.5.1 The social construction of crime and deviance</p>	<ul style="list-style-type: none"> • 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. 	<p>For detailed breakdown of module content please see the AQA GCSE Sociology specification https://filestore.aqa.org.uk/resources/sociology/specifications/AQA-8192-SP-2017.PDF</p> <ul style="list-style-type: none"> • Access to model answers available via 'Useful Links' in Google Classroom • Access to past papers, markschemes and examiners comments available via 'Useful Links' in Google Classroom. • Access to Sociology GCSE wider reading/viewing list available via 'Useful Links' in Google Classroom

	3.5.2 Social control	<ul style="list-style-type: none"> • Formal and informal methods of social control. • The work of Heidensohn on female conformity in male dominated patriarchal societies. 	
Autumn 2	3.5.3 Criminal and deviant behaviour	<ul style="list-style-type: none"> • 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. 	
	3.5.4 Data on crime	<ul style="list-style-type: none"> • 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'. 	
Spring 1	3.6 Social stratification 3.6.1 Functionalist theory of stratification	<ul style="list-style-type: none"> • Different views of the functionalist theory of social stratification. • The work of Davis and Moore on social stratification from a functionalist perspective. 	
	3.6.2 Socio-economic class	<ul style="list-style-type: none"> • Different views of socio-economic class. • The work of Marx and Weber on socio-economic class. 	
	3.6.3 Life chances	<ul style="list-style-type: none"> • Different views on factors affecting life chances. • The work of Devine revisiting the idea of the affluent worker. 	
Spring 2	3.6.4 Poverty as a social issue	<ul style="list-style-type: none"> • Different interpretations of poverty as a social issue. • The work of Townsend on relative deprivation and Murray on the underclass. <ul style="list-style-type: none"> • Different forms of power and authority. • The work of Weber on power and authority. 	

	<p>3.6.5 Power and authority</p> <p>3.6.6 Power relationships</p>	<ul style="list-style-type: none"> • Describe and explain different views on factors affecting power relationships. • The work of Walby on patriarchy. 	
Summer 1	Revision		
Summer 2	EXAMS		