

# GCSE Sociology

## Curriculum Overview 2021-2022

### Curriculum Intent

The intent of the Sociology curriculum is to enable students to participate in our interconnected world with understanding and humanity, and the higher-level skills needed for the knowledge-based economy. Sociology is exciting, interesting and relevant to students' lives. It helps students develop a wide range of knowledge and understanding about society at a local and global level and how sociologists' study and understand its structures, processes and issues.

Our aim at Brine Leas is a partnership between staff and students within the social science sociology team that is professional, educational, and supportive - at a time when our world, decisions and accountability is every changing. The aim of the Sociology curriculum is to equip students with appropriate knowledge and skills needed to understand and explain the causes of global human interaction and the impact this has on local community involvement to wider society in terms of all facets – political, legal, educational, cultural, – amongst others. Sociology provides students with the exciting opportunity to gain a deeper understanding of the world around them and reflect on social issues that are often relevant to their own social experiences. It opens up fascinating discussions, for example 'free will versus determined behaviour?', 'how do sociologists investigate inequality in society?' and 'what is the purpose of education?'. Students not only acquire worldly knowledge but a critical understanding of contemporary society and social changes that impact their own and the lives of millions like them. We want learners to be able to think analytically, establishing connections in their learning to ensure logical conclusions are reached in all applied and nonapplied contexts. This embeds itself within our life-long learning goal to ensure our learners are inspired and motivated to fulfil their potential no matter what. Our inclusive curriculum in sociology supports the ethos statement of the school constantly challenging students to work collaboratively and think independently when engaging in all lessons and respect in class debates. Having confidence in their own ability to step out of their comfort zones with the ultimate goal of achieving a successful outcome through personal development is important in all that we teach.

The curriculum at GCSE and A Level is sequenced logically from building on sociological vocabulary, via an introduction to how sociologists study society and sociological theory, through to A Level topics where students are challenged to debate the relative values of different theoretical perspectives and how sociology can be applied to enable social change. Learners will apply perspectives to inequality and build a conceptual understanding of how and why inequality formulates, for example within education and the criminal justice system. Learners will understand how culture shapes the identity they become and that much of what shapes them is socially constructed by the external forces they experience around them. This can be liberating for our learners who begin to observe in their own lives how there are processes and forces at play in shaping their environment. Learners will embrace the theories of many key thinkers – Karl Marx; Talcott Parsons; Emile Durkheim; Karl Popper; Max Weber, and Aguste Comte and their impact on our society in terms of the past, present and future. Learners comprehension of methodological research, debates about the scientific credibility of sociology and its impressive impact on political policy decisions will be ventured into later in their courses. Being able to study society, its patterns, relationships, culture and surroundings will help

build their understanding of the various methods of empirical investigation and critical analysis that is used to develop a body of knowledge about social order and social change in all their applications. Students will embrace local political debates about the underfunding of education, restraints on our NHS to more global challenges on pollution, global crime and political instability across the world. Our sociology students have worked alongside local political candidates, educational institutions and belief groups to pursuing careers in law, market research, social work and management consultancy to mention but a few.

The course is designed and delivered to nurture thoughtful and motivated young people, who can act responsibly as active citizens, and who believe in their ability to change their community for the better. At both Key Stage 4 and 5 the Sociology curriculum challenges pupils to look beyond appearances and set aside their own personal beliefs to enable them to grow in compassion and kindness. It empowers pupils with intellectually challenging ideas and concepts and essential skills of critical thinking. We encourage student to make mistakes, and learn from them, so they succeed in being resilient and courageous especially when learning about sensitive and often challenging topical material. Key to our success in delivering content to students is our forward planning to ensure knowledge is revisited, reviewed within the context of relevant practice questions with regular constructive quality feedback to support student progress. Our curriculum subject areas are designed logically with the ability to revisit and build breadth and depth on existing knowledge with the flexibility to challenge our most able learners yet at the same time providing the scaffolding to those students who need it most.

Our intertwined curriculum delivery is tailored towards the creation of future preparation in which staff and learners work as a team providing an environment that nurtures, scaffolds and develops talents from all walks of life being central to our overall goal of success. Our topical material not only allows our learners challenging opportunities in a life context but enables them to apply their understanding within their own community involvement and environment. It is our ultimate hope that learners embrace one of the most eye opening and challenging subjects at each academic level and go out into the world and make a positive difference in the lives of others both at a community and global level.

### **Trips and visits**

Not applicable

### **Assessment**

Students will be given a wide range of opportunities to apply their psychological knowledge, skills and concepts of the world through multiple choice, short answer and extended writing questions. Over time, their performance will determine a grade based on the core principles of GCSE Sociology.

### **Homework**

Students are set homework once a fortnight to embed and master the learning undertaken in lessons through a variety of activities.

### Clubs and/or intervention

Knowledge recall quizzes are used to improve long-term memory of sociological concepts, theories and studies. Revision packs and guidance in addition to notes are available in the run-up to internal assessments and exams. Repetition of work to ensure mastery of the PET structures are embedded throughout the course.

### Parental/Carer support

Review students learning in folders in order to aid revision for knowledge recall quizzes; work through additional assessments given in class notes and text books; encourage students to watch or read about the theories and concepts learned about on the course and apply this to their own context e.g. , GCSE Sociology BBC Bitesize. Ongoing assessment revision and testing to assess students on the content included within their knowledge folder and assessment books to ensure long term memory recall.

### Helpful sources of information

SOW for text book support and guidance; AQA website.

## Year 10 Overview

| Term        | Knowledge  | Assessment | Connections to learning | Connections to future pathways |
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| Autumn<br>1 | <b>The Sociology of the Families and Education (Paper 1) and relevant areas of social theory and methodology.</b><br>Students will be expected to draw on knowledge and understanding of the entire course of study to show a deeper understanding of these topics of the sociology of families; the sociology of education and relevant areas of social theory and methodology. |            |                         |                                |

**Implicitly delivered in all topic areas across 2 years.**

**Theory and methods 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**

➤ **Approach** - Assessment to contain skill application from specification focused on exam-based questions. These are multiple choice questions followed by a range of short and extended responses.

➤ **Purpose** – to ensure all learners are fully prepared for any examination assessment within family and methods sociology that

**Learning skills**

Topic knowledge, research, communication, analysis, teamwork and cross-cultural understanding.

**Knowledge**

Demonstrate knowledge of sociological ideas.  
Demonstrate knowledge of sociological concepts and methods.

**Application**

Apply knowledge and understanding of sociological ideas.

**Careers**

**Level 3**

A level Sociology  
Combinations:  
English Literature  
English Language Law.  
BTEC Health and Social Care  
Applied Psychology Forensic  
Psychology  
Government and Politics.

**Degrees**

Sociology; Legal; social and welfare field; business; HR and finance; childcare; health and

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| <p><b>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. 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,</b></p> | <p>is likely to appear on the exam paper for this topic.</p> <ul style="list-style-type: none"> <li>➤ <b>Homework</b> within development sociology will be set no more than once per week pending homework requirements in terms of individual learning needs for exam preparation. This will incorporate assessment based learning in addition to task based learning to ensure understanding of topic material.</li> <li>➤ <b>Learners understanding</b> will be bench marked against specification standards for all areas within family sociology in preparation for outcomes of exam based assessment.</li> </ul> | <p>Apply knowledge and understanding of sociological concepts and methods</p> <p><b>Practical research</b> When carrying out practical research activities, students will manage associated risks and use information and communication technology (ICT).</p> <p><b>Analysis and evaluation</b> Analyse sociological information, ideas, processes and procedures. Evaluate sociological information, ideas, concepts and methodology. Make judgements and draw conclusions.</p> <p><b>Synoptic skills</b> Develop an understanding of the interrelationships between the core concepts and theories (Marxism, Feminism and Functionalism) and the key methodological components of sociological research</p> <p><b>Prior learning</b> KS3 history, learning skills and revision techniques<br/>Mathematical skills</p> | <p>education; journalism; research; civil service.</p> <p><b>Apprenticeships</b> Programmes in housing, human resources, teaching and health and social care.</p> <p><b>Professions</b> Legal; social and welfare field; business; HR and finance; childcare; health and education; journalism; research; civil service; NHS</p> <p><b>Future learning</b> Crime and deviance and Stratification</p> |
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***power and authority. Research methods***

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| <p><b><i>Understand objectives for methods within the context of sociological research;</i></b></p> <ul style="list-style-type: none"> <li>• <b><i>demonstrate an understanding of the process of research design for a specific area of research, including practical difficulties and ethical issues</i></b></li> <li>• <b><i>identify, describe and explain various methods and methodological issues</i></b></li> <li>• <b><i>identify and explain the advantages and disadvantages, strengths and weaknesses of a particular method for a specific area of research</i></b></li> <li>• <b><i>demonstrate an understanding of the relevance and usefulness of various primary and secondary sources for a specific area of research</i></b></li> <li>• <b><i>demonstrate the ability to interpret data presented in a variety of forms.</i></b></li> </ul> <p><b><u>Sociological Research methods</u></b></p> <p><b><i>Research design</i></b></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> |  | <p>RSE – 2c; 2d; 2f; 3 (criminal aspects);</p> <p>HE - na</p> <p>SMSC – 2a; 2c; 3c; 4;</p> |  |
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**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 type of data**

Assess the usefulness of different types of data, qualitative and quantitative data, and official and nonofficial 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**

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Ethical issues are consent, confidentiality and harm to participants and how the issues can be addressed.

**Families (implicit content see content at beginning of course theory and methods)**

**The sociology of families  
Identify, describe and explain the functions of families**

**according to sociological perspectives.** Students should know the core features of the theory, supporting evidence, key thinkers, and the strengths/weakness of each explanation of the functions of family;

**Describe, compare and contrast and evaluate a variety of sociological perspectives on the functions of families.**

Students should know the theoretical explanations for family functions (Marxism, Functionalism, Feminism, New Right), including strengths/weaknesses. Students should specifically know functionalist views from Murdock's sexual, reproductive, economic and educational functions, and Parsons functionalist perspective on primary socialisation and the stabilisation of adult personalities.

Autumn  
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**The Sociology of the Families and Education (Paper 1) and relevant areas of social theory and methodology.**

Students will be expected to draw on knowledge and understanding of the entire course of study to show a deeper understanding of these topics of the sociology of families; the sociology of education and relevant areas of social theory and methodology.

**The Sociology of Families**  
**Identify, describe and explain various family forms. (implicit content see content at beginning of course theory and methods)**

Students should know the various family forms, including; nuclear, extended, reconstituted, I one parent, single sex; beanpole.

**Describe, compare, and contrast the various family forms.**

Students should know the work of the Rapoport on family diversity

**Evaluate theoretical explanations of various family forms in the UK and globally.**

Students should know how family forms differ in the UK and within a global context. Students should know the theoretical of explanations for family forms (Marxism, Functionalism, Feminism, New Right), including strengths/weaknesses.

**Identify, describe and explain different views of conjugal role**

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➤ **Homework** within development sociology will be set no more than once per week pending homework requirements in terms of individual learning needs for exam preparation. This will incorporate assessment based learning in addition to task based learning to

**Learning skills**

Topic knowledge, research, communication, analysis, teamwork and cross-cultural understanding.

**Knowledge**

Demonstrate knowledge of sociological ideas.  
Demonstrate knowledge of sociological concepts and methods.

**Application**

Apply knowledge and understanding of sociological ideas.  
Apply knowledge and understanding of sociological concepts and methods

**Practical research** When carrying out practical research activities, students will manage associated risks and use information and communication technology (ICT).

**Analysis and evaluation**

**Careers**

**Level 3**

A level Sociology Combinations:  
English Literature  
English Language Law.  
BTEC Heath and Social Care  
Applied Psychology Forensic Psychology  
Government and Politics.

**Degrees**

Sociology; Legal; social and welfare field; business; HR and finance; childcare; health and education; journalism; research; civil service.

**Apprenticeships**

Programmes in housing, human resources, teaching and health and social care.

**Professions**

Legal; social and welfare field; business; HR and finance; childcare; health and education; journalism; research; civil service; NHS

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|                     | <p><b>relationships.</b> Students should know joint and segregated conjugal roles and the domestic division of labour in both traditional and contemporary families.</p> <p><b>Describe, compare, and contrast different views of conjugal role relationships.</b> Students should know specifically the feminist perspective of Oakley on the idea of the conventional family. Students should know the issues that impact on conjugal role relationships within the contemporary family, including decision making, money management, dual career families, child rearing and leisure activities.</p> <p><b>Evaluate different theoretical views of conjugal role relationships.</b> Students should know the theoretical explanations for conjugal role relationships (Marxism, Functionalism, Feminism, New Right), including strengths/weaknesses.</p> | <p>ensure understanding of topic material.</p> <p>➤ <b>Learners understanding</b> will be bench marked against specification standards for all areas within family sociology in preparation for outcomes of exam based assessment.</p> | <p>Analyse sociological information, ideas, processes and procedures. Evaluate sociological information, ideas, concepts and methodology. Make judgements and draw conclusions.</p> <p><b>Synoptic skills</b><br/>Develop an understanding of the interrelationships between the core concepts and theories (Marxism, Feminism and Functionalism) and the key methodological components of sociological research</p> <p><b>Prior learning KS3</b><br/>history, learning skills and revision techniques<br/>Mathematical skills</p> <p><b>RSE – 2c; 2d; 2f; 3 (criminal aspects);</b></p> <p><b>HE - na</b></p> <p><b>SMSC – 2a; 2c; 3c; 4;</b></p> | <p><b>Future learning</b><br/>Crime and deviance and Stratification</p> |
| <p>Spring<br/>1</p> | <p><b>The Sociology of the Families and Education (Paper 1) and relevant areas of social theory and methodology.</b></p> <p>Students will be expected to draw on knowledge and understanding of the entire course of study to show a deeper understanding of these topics of the sociology of families; the sociology of education and relevant areas of social theory and methodology.</p>   |  |  |   |



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| <p><b><u>The Sociology of Education (implicit content see content at beginning of course theory and methods)</u> Education Roles and functions of education</b></p> <p><b>Content</b><br/>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> <p><b>Students should be able to:</b> 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 deschooling. Describe, compare and contrast a variety of sociological perspectives on these issues (functionalist, feminist and Marxist). Describe the key ideas of Durkheim on education.</p> | <ul style="list-style-type: none"> <li>➤ <b>Approach</b> - Assessment to contain skill application from specification focused on exam-based questions. These are multiple choice questions followed by a range of short and extended responses.</li> <li>➤ <b>Purpose</b> – to ensure all learners are fully prepared for any examination assessment within education sociology that is likely to appear on the exam paper for this topic.</li> <li>➤ <b>Homework</b> within development sociology will be set no more than once per week pending homework requirements in terms of individual learning needs for exam preparation. This will incorporate assessment based learning in addition to task based learning to ensure understanding of topic material.</li> <li>➤ <b>Learners understanding</b> will be</li> </ul> | <p><b>Learning skills</b><br/>Topic knowledge, research, communication, analysis, teamwork and cross-cultural understanding.</p> <p><b>Knowledge</b><br/>Demonstrate knowledge of sociological ideas. Demonstrate knowledge of sociological concepts and methods.</p> <p><b>Application</b><br/>Apply knowledge and understanding of sociological ideas. Apply knowledge and understanding of sociological concepts and methods</p> <p><b>Practical research</b> When carrying out practical research activities, students will manage associated risks and use information and communication technology (ICT).</p> <p><b>Analysis and evaluation</b><br/>Analyse sociological information, ideas, processes and procedures. Evaluate sociological information, ideas, concepts and methodology.</p> | <p><b>Careers</b><br/><b>Level 3</b><br/>A level Sociology Combinations:<br/>English Literature<br/>English Language Law.<br/>BTEC Heath and Social Care<br/>Applied Psychology Forensic Psychology<br/>Government and Politics.</p> <p><b>Degrees</b><br/>Sociology; Legal; social and welfare field; business; HR and finance; childcare; health and education; journalism; research; civil service.</p> <p><b>Apprenticeships</b><br/>Programmes in housing, human resources, teaching and health and social care.</p> <p><b>Professions</b><br/>Legal; social and welfare field; business; HR and finance; childcare; health and education; journalism; research; civil service; NHS</p> <p><b>Future learning</b><br/>Crime and deviance and Stratification</p> |
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| <p>Describe the key ideas of Parsons on education.</p> <p><b>The relationship between education and capitalism</b><br/> <b>Content</b><br/> 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>Students should be able to:</b> describe the key ideas of Bowles and Gintis on education and capitalism. Describe, compare and contrast a variety of alternative sociological perspectives on the correspondence principle.</p> <p><b>Educational achievement</b><br/> <b>Content</b><br/> Factors affecting educational achievement. The work of Halsey on class-based inequalities and Ball on parental choice and competition between schools.</p> <p><b>Processes within schools</b><br/> <b>Content</b><br/> Processes within schools affecting educational achievement. The work of Ball on teacher</p> | <p>bench marked against specification standards for all areas within education sociology in preparation for outcomes of exam based assessment.</p> | <p>Make judgements and draw conclusions.</p> <p><b>Synoptic skills</b><br/> Develop an understanding of the interrelationships between the core concepts and theories (Marxism, Feminism and Functionalism) and the key methodological components of sociological research</p> <p><b>Prior learning KS3</b><br/> history, learning skills and revision techniques<br/> Mathematical skills</p> <p><b>RSE – 2c; 2d; 2f; 3 (criminal aspects);</b></p> <p><b>HE - na</b></p> <p><b>SMSC – 2a; 2c; 3c; 4;</b></p> |  |
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|                                   | <p>expectations and Willis on the creation of counter school cultures.</p> <p><b>Students should be able to:</b> 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 on teacher expectations. Describe the key ideas of Willis on the creation of counter school cultures.</p> |  |  |  |
| <p><b>Spring</b><br/><b>2</b></p> | <p align="center"><b>The Sociology of the Families and Education (Paper 1) and relevant areas of social theory and methodology.</b></p> <p>Students will be expected to draw on knowledge and understanding of the entire course of study to show a deeper understanding of these topics of the sociology of families; the sociology of education and relevant areas of social theory and methodology.</p>  |  |  |  |

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| <p><b><u>The Sociology of Education</u></b><br/> <b><u>(implicit content see content at beginning of course theory and methods)</u></b> <b>Education</b><br/> <b>Roles and functions of education</b></p> | <p>➤ <b>Approach</b> - Assessment to contain skill application from specification focused on exam-based questions.<br/> These are</p> | <p><b>Learning skills</b><br/> Topic knowledge, research, communication, analysis, teamwork and cross-cultural understanding.</p> <p><b>Knowledge</b></p> | <p><b>Careers</b><br/> <b>Level 3</b><br/> A level Sociology<br/> Combinations:<br/> English Literature<br/> English Language Law.</p> |
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| <p><b>Content</b><br/>Different views of the role and functions of education.<br/>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> <p><b>Students should be able to:</b> 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 deschooling. Describe, compare and contrast a variety of sociological perspectives on these issues (functionalist, feminist and Marxist). Describe the key ideas of Durkheim on education. Describe the key ideas of Parsons on education.</p> <p><b>The relationship between education and capitalism</b><br/><b>Content</b></p> | <p>multiple choice questions followed by a range of short and extended responses.</p> <p>➤ <b>Purpose</b> – to ensure all learners are fully prepared for any examination assessment within education sociology that is likely to appear on the exam paper for this topic.</p> <p>➤ <b>Homework</b> within development sociology will be set no more than once per week pending homework requirements in terms of individual learning needs for exam preparation. This will incorporate assessment based learning in addition to task based learning to ensure understanding of topic material.</p> <p>➤ <b>Learners understanding</b> will be bench marked against specification standards for all areas within education sociology in preparation for outcomes</p> | <p>Demonstrate knowledge of sociological ideas.<br/>Demonstrate knowledge of sociological concepts and methods.</p> <p><b>Application</b><br/>Apply knowledge and understanding of sociological ideas.<br/>Apply knowledge and understanding of sociological concepts and methods</p> <p><b>Practical research</b> When carrying out practical research activities, students will manage associated risks and use information and communication technology (ICT).</p> <p><b>Analysis and evaluation</b><br/>Analyse sociological information, ideas, processes and procedures. Evaluate sociological information, ideas, concepts and methodology.<br/>Make judgements and draw conclusions.</p> <p><b>Synoptic skills</b><br/>Develop an understanding of the interrelationships between the core concepts and theories</p> | <p>BTEC Health and Social Care<br/>Applied Psychology Forensic Psychology<br/>Government and Politics.</p> <p><b>Degrees</b><br/>Sociology; Legal; social and welfare field; business; HR and finance; childcare; health and education; journalism; research; civil service.</p> <p><b>Apprenticeships</b><br/>Programmes in housing, human resources, teaching and health and social care.</p> <p><b>Professions</b><br/>Legal; social and welfare field; business; HR and finance; childcare; health and education; journalism; research; civil service; NHS</p> <p><b>Future learning</b><br/>Crime and deviance and Stratification</p> |
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| <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>Students should be able to:</b> describe the key ideas of Bowles and Gintis on education and capitalism. Describe, compare and contrast a variety of alternative sociological perspectives on the correspondence principle.</p> <p><b>Educational achievement</b><br/><b>Content</b><br/>Factors affecting educational achievement. The work of Halsey on class-based inequalities and Ball on parental choice and competition between schools.</p> <p><b>Processes within schools</b><br/><b>Content</b><br/>Processes within schools affecting educational achievement. The work of Ball on teacher expectations and Willis on the creation of counter school cultures.</p> <p><b>Students should be able to:</b> identify, describe and explain various processes</p> | <p>of exam based assessment.</p> | <p>Functionalism) and the key methodological components of sociological research</p> <p><b>Prior learning</b> KS3<br/>history, learning skills and revision techniques<br/>Mathematical skills</p> <p><b>RSE – 2c; 2d; 2f; 3 (criminal aspects);</b></p> <p><b>HE - na</b></p> <p><b>SMSC – 2a; 2c; 3c; 4;</b></p> |  |
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|                            | <p>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 on teacher expectations. Describe the key ideas of Willis on the creation of counter school cultures.</p> |  |  |  |
| <p><b>Summer<br/>1</b></p> | <p align="center"><b>The Sociology of the Families and Education (Paper 1) and relevant areas of social theory and methodology.</b></p> <p>Students will be expected to draw on knowledge and understanding of the entire course of study to show a deeper understanding of these topics of the sociology of families; the sociology of education and relevant areas of social theory and methodology.</p>                                   |  |  |  |

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| <p><b><u>The Sociology of Education</u></b><br/> <b><u>(implicit content see content at beginning of course theory and methods)</u></b> <b>Education</b><br/> <b>Roles and functions of education</b><br/> <b>Content</b><br/> Different views of the role and functions of education.<br/> The functionalist perspective of Durkheim on education as the transmission of norms and values</p> | <p>➤ <b>Approach</b> - Assessment to contain skill application from specification focused on exam-based questions. These are multiple choice questions followed by a range of short and extended responses.</p> <p>➤ <b>Purpose</b> – to ensure all learners are fully</p> | <p><b>Learning skills</b><br/> Topic knowledge, research, communication, analysis, teamwork and cross-cultural understanding.</p> <p><b>Knowledge</b><br/> Demonstrate knowledge of sociological ideas.<br/> Demonstrate knowledge of sociological concepts and methods.</p> | <p><b>Careers</b><br/> <b>Level 3</b><br/> A level Sociology<br/> Combinations:<br/> English Literature<br/> English Language Law.<br/> BTEC Health and Social Care<br/> Applied Psychology Forensic Psychology<br/> Government and Politics.</p> <p><b>Degrees</b></p> |
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| <p>and Parsons on achieved status and the operation of schools on meritocratic principles.</p> <p><b>Students should be able to:</b> 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 deschooling. Describe, compare and contrast a variety of sociological perspectives on these issues (functionalist, feminist and Marxist). Describe the key ideas of Durkheim on education. Describe the key ideas of Parsons on education.</p> <p><b>The relationship between education and capitalism</b><br/> <b>Content</b><br/> Different views of the correspondence principle on the relationship between education and capitalism as developed from a Marxist</p> | <p>prepared for any examination assessment within education sociology that is likely to appear on the exam paper for this topic.</p> <p>➤ <b>Homework</b> within development sociology will be set no more than once per week pending homework requirements in terms of individual learning needs for exam preparation. This will incorporate assessment based learning in addition to task based learning to ensure understanding of topic material.</p> <p>➤ <b>Learners understanding</b> will be bench marked against specification standards for all areas within education sociology in preparation for outcomes of exam based assessment.</p> | <p><b>Application</b><br/> Apply knowledge and understanding of sociological ideas.<br/> Apply knowledge and understanding of sociological concepts and methods</p> <p><b>Practical research</b> When carrying out practical research activities, students will manage associated risks and use information and communication technology (ICT).</p> <p><b>Analysis and evaluation</b><br/> Analyse sociological information, ideas, processes and procedures. Evaluate sociological information, ideas, concepts and methodology. Make judgements and draw conclusions.</p> <p><b>Synoptic skills</b><br/> Develop an understanding of the interrelationships between the core concepts and theories (Marxism, Feminism and Functionalism) and the key methodological components of sociological research</p> | <p>Sociology; Legal; social and welfare field; business; HR and finance; childcare; health and education; journalism; research; civil service.</p> <p><b>Apprenticeships</b><br/> Programmes in housing, human resources, teaching and health and social care.</p> <p><b>Professions</b><br/> Legal; social and welfare field; business; HR and finance; childcare; health and education; journalism; research; civil service; NHS</p> <p><b>Future learning</b><br/> Crime and deviance and Stratification</p> |
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|  | perspective by Bowles and Gintis. |  |  |  |
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|  | <p><b>Students should be able to:</b> describe the key ideas of Bowles and Gintis on education and capitalism. Describe, compare and contrast a variety of alternative sociological perspectives on the correspondence principle.</p> <p><b>Educational achievement Content</b><br/>Factors affecting educational achievement. The work of Halsey on class-based inequalities and Ball on parental choice and competition between schools.</p> <p><b>Processes within schools Content</b><br/>Processes within schools affecting educational achievement. The work of Ball on teacher expectations and Willis on the creation of counter school cultures.</p> <p><b>Students should be able to:</b> identify, describe and explain various processes within schools affecting educational achievement including, streaming, setting, mixed ability teaching, labelling and the self fulfilling</p> |  | <p><b>Prior learning KS3</b><br/>history, learning skills and revision techniques<br/>Mathematical skills</p> <p><b>RSE – 2c; 2d; 2f; 3 (criminal aspects);</b></p> <p><b>HE - na</b></p> <p><b>SMSC – 2a; 2c; 3c; 4;</b></p> |  |
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|                     | <p>prophecy. Describe, compare and contrast a variety of sociological perspectives on these issues (interactionist, functionalist, feminist and Marxist). Describe the key ideas of Ball on teacher expectations.</p> <p>Describe the key ideas of Willis on the creation of counter school cultures.</p>   |  |  |  |
| <p>Summer<br/>2</p> | <p style="text-align: center;"><b>The Sociology of the Families and Education (Paper 1) and relevant areas of social theory and methodology.</b></p> <p>Students will be expected to draw on knowledge and understanding of the entire course of study to show a deeper understanding of these topics of the sociology of families; the sociology of education and relevant areas of social theory and methodology.</p> |  |  |  |

**The Sociology of Education**  
**(implicit content see content at**  
**beginning of course theory and**  
**methods)** Education

**Roles and functions of education**

**Content**

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

➤ **Approach** - Assessment to contain skill application from specification focused on exam-based questions.  
These are multiple choice questions followed by a range of short and extended responses.

➤ **Purpose** – to ensure all learners are fully prepared for any examination assessment within education sociology that is likely to appear on the exam paper for this topic.

**Learning skills**

Topic knowledge, research, communication, analysis, teamwork and cross-cultural understanding.

**Knowledge**

Demonstrate knowledge of sociological ideas.  
Demonstrate knowledge of sociological concepts and methods.

**Application**

Apply knowledge and understanding of sociological ideas.  
Apply knowledge and understanding of sociological concepts and methods

**Careers**

**Level 3**

A level Sociology  
Combinations:  
English Literature  
English Language Law.  
BTEC Heath and Social Care  
Applied Psychology Forensic  
Psychology  
Government and Politics.

**Degrees**

Sociology; Legal; social and welfare field; business; HR and finance; childcare; health and education; journalism; research; civil service.

**Apprenticeships**

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|  | <p>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 deschooling. Describe, compare and contrast a variety of sociological perspectives on these issues (functionalist, feminist and Marxist). Describe the key ideas of Durkheim on education. Describe the key ideas of Parsons on education.</p> <p><b>The relationship between education and capitalism</b><br/> <b>Content</b><br/> 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>Students should be able to:</b> describe the key ideas of Bowles and Gintis on education and capitalism. Describe, compare and contrast a variety of</p> | <p>➤ <b>Homework</b> within development sociology will be set no more than once per week pending homework requirements in terms of individual learning needs for exam preparation. This will incorporate assessment based learning in addition to task based learning to ensure understanding of topic material.</p> <p>➤ <b>Learners understanding</b> will be bench marked against specification standards for all areas within education sociology in preparation for outcomes of exam based assessment.</p> | <p><b>Practical research</b> When carrying out practical research activities, students will manage associated risks and use information and communication technology (ICT).</p> <p><b>Analysis and evaluation</b><br/> Analyse sociological information, ideas, processes and procedures. Evaluate sociological information, ideas, concepts and methodology. Make judgements and draw conclusions.</p> <p><b>Synoptic skills</b><br/> Develop an understanding of the interrelationships between the core concepts and theories (Marxism, Feminism and Functionalism) and the key methodological components of sociological research</p> <p><b>Prior learning</b> KS3 history, learning skills and revision techniques Mathematical skills</p> <p><b>RSE – 2c; 2d; 2f; 3 (criminal aspects);</b></p> | <p>Programmes in housing, human resources, teaching and health and social care.</p> <p><b>Professions</b><br/> Legal; social and welfare field; business; HR and finance; childcare; health and education; journalism; research; civil service; NHS</p> <p><b>Future learning</b><br/> Crime and deviance and Stratification</p> |
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alternative sociological perspectives on the correspondence principle.

**Educational achievement**

**Content**

Factors affecting educational achievement. The work of Halsey on class-based inequalities and Ball on parental choice and competition between schools.

**Processes within schools**

**Content**

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 on teacher expectations.

**SMSC – 2a; 2c; 3c; 4;**

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|  | Describe the key ideas of Willis on the creation of counter school cultures. |  |  |  |
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## Year 11 Overview

| Term        | Knowledge   | Assessment | Connections to learning | Connections to future pathways |
|-------------|---|------------|-------------------------|--------------------------------|
| Autumn<br>1 | <p><b>The Sociology of the Crime and Deviance and Social Stratification (Paper 2) and relevant areas of social theory and methodology.</b></p> <p>Students will be expected to draw on knowledge and understanding of the entire course of study to show a deeper understanding of these topics of the sociology of crime and deviance; the sociology of social stratification and relevant areas of social theory and methodology.</p> |            |                         |                                |

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| <p><b><u>Implicitly delivered in all topic areas across 2 years.</u></b></p> <p><b><u>Theory and methods 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</u></b></p> | <p>➤ <b>Approach</b> - Assessment to contain skill application from specification focused on exam-based questions. These are multiple choice questions followed by a range of short and extended responses.</p> <p>➤ <b>Purpose</b> – to ensure all learners are fully prepared for any examination assessment within crime sociology that is likely to appear on the exam paper for this topic.</p> | <p><b>Learning skills</b><br/>Topic knowledge, research, communication, analysis, teamwork and cross-cultural understanding.</p> <p><b>Knowledge</b><br/>Demonstrate knowledge of sociological ideas.<br/>Demonstrate knowledge of sociological concepts and methods.</p> <p><b>Application</b><br/>Apply knowledge and understanding of sociological ideas.</p> | <p><b>Careers</b><br/><b>Level 3</b><br/>A level Sociology<br/>Combinations:<br/>English Literature<br/>English Language Law.<br/>BTEC Health and Social Care<br/>Applied Psychology Forensic Psychology<br/>Government and Politics.</p> <p><b>Degrees</b><br/>Sociology; Legal; social and welfare field; business; HR and finance; childcare; health and education; journalism; research; civil service.</p> |
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|  | <p><b>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. 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,</b></p> | <p>➤ <b>Homework</b> within development sociology will be set no more than once per week pending homework requirements in terms of individual learning needs for exam preparation. This will incorporate assessment based learning in addition to task based learning to ensure understanding of topic material.</p> <p>➤ <b>Learners understanding</b> will be bench marked against specification standards for all areas within crime sociology in preparation for outcomes of exam based assessment.</p> | <p>Apply knowledge and understanding of sociological concepts and methods</p> <p><b>Practical research</b> When carrying out practical research activities, students will manage associated risks and use information and communication technology (ICT).</p> <p><b>Analysis and evaluation</b> Analyse sociological information, ideas, processes and procedures. Evaluate sociological information, ideas, concepts and methodology. Make judgements and draw conclusions.</p> <p><b>Synoptic skills</b> Develop an understanding of the interrelationships between the core concepts and theories (Marxism, Feminism and Functionalism) and the key methodological components of sociological research</p> <p><b>Prior learning</b> Sociology of family, sociology or education, research methodology, learning skills and revision</p> | <p><b>Apprenticeships</b> Programmes in housing, human resources, teaching and health and social care.</p> <p><b>Professions</b> Legal; social and welfare field; business; HR and finance; childcare; health and education; journalism; research; civil service; NHS</p> <p><b>Future learning</b> A level Sociology, Politics, Law, History, Economics</p> |
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***roles, labelling, discrimination,  
power and authority.***

techniques Mathematical  
skills



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| <p><b><u>Research methods</u></b><br/> <b><i>Understand objectives for methods within the context of sociological research; • demonstrate an understanding of the process of research design for a specific area of research, including practical difficulties and ethical issues</i></b><br/> • <b><i>identify, describe and explain various methods and methodological issues • identify and explain the advantages and disadvantages, strengths and weaknesses of a particular method for a specific area of research</i></b><br/> • <b><i>demonstrate an understanding of the relevance and usefulness of various primary and secondary sources for a specific area of research</i></b><br/> • <b><i>demonstrate the ability to interpret data presented in a variety of forms. <u>Sociological Research methods</u></i></b><br/> <b><i>Research design</i></b> Describe and explain the processes involved in research design: the establishment of appropriate aims and relevant hypotheses, the use of pilot</p> |  | <p>RSE – 2c; 2d; 2f; 3 (criminal aspects);</p> <p>HE – na</p> <p>SMSC – 2a; 2c; 3c; 4;</p> |  |
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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 type of data**

Assess the usefulness of different types of data, qualitative and quantitative data, and official and nonofficial 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.

**The Sociology of Crime and Deviance (implicit content see content at beginning of course theory and methods)**

**Social construction of crime and deviance**

**Content**

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 on the causes of crime. Describe the key ideas of Becker on the causes of crime.

**Social control  
Content**

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 on female conformity.

**Criminal and deviant behaviour  
Content**

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 on delinquent subcultures. Describe the key ideas of Carlen on women, crime and poverty.

**Data on crime**

**Content**

The usefulness of the main sources of data on crime, the

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|                            | <p>collection of official data on crime, patterns and trends in crime figures and the 'dark figure'.</p> <p><b>Students should be able to:</b><br/>         identify and describe the main sources of data on crime.<br/>         Describe the pattern and trends in crime figures using relevant statistical data. Explain the 'dark figure' of crime (unreported and unrecorded crime).<br/>         Describe, compare and contrast a variety of sociological perspectives on the use of data on crime (functionalist, feminist and Marxist).</p> |  |  |  |
| <p><b>Autumn<br/>2</b></p> | <p style="text-align: center;"><b>The Sociology of the Crime and Deviance and Social Stratification (Paper 2) and relevant areas of social theory and methodology</b></p> <p>Students will be expected to draw on knowledge and understanding of the entire course of study to show a deeper understanding of these topics of the sociology of crime and deviance; the sociology of social stratification and relevant areas of social theory and methodology</p>   |  |  |  |

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| <p><b><u>The Sociology of Crime and Deviance (implicit content see content at beginning of course theory and methods)</u></b><br/> <b>Social construction of crime and deviance</b><br/> <b>Content</b></p> | <p>➤ <b>Approach</b> - Assessment to contain skill application from specification focused on exam-based questions. These are multiple choice questions followed by a range of short and extended</p> | <p><b>Learning skills</b><br/> Topic knowledge, research, communication, analysis, teamwork and cross-cultural understanding.</p> <p><b>Knowledge</b></p> | <p><b>Careers</b><br/> <b>Level 3</b><br/> A level Sociology<br/> Combinations:<br/> English Literature<br/> English Language Law.</p> |
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|  | <p>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> <p><b>Students should be able to:</b> 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 on the causes of crime. Describe the key ideas of Becker on the causes of crime.</p> <p><b>Social control Content</b><br/>Formal and informal methods of social control.</p> | <p>responses.</p> <ul style="list-style-type: none"> <li>➤ <b>Purpose</b> – to ensure all learners are fully prepared for any examination assessment within crime sociology that is likely to appear on the exam paper for this topic.</li> <li>➤ <b>Homework</b> within development sociology will be set no more than once per week pending homework requirements in terms of individual learning needs for exam preparation. This will incorporate assessment based learning in addition to task based learning to ensure understanding of topic material.</li> <li>➤ <b>Learners</b> understanding will be bench marked against specification standards for all areas within crime sociology in preparation for outcomes of exam based assessment.</li> </ul> | <p>Demonstrate knowledge of sociological ideas. Demonstrate knowledge of sociological concepts and methods.</p> <p><b>Application</b><br/>Apply knowledge and understanding of sociological ideas.<br/>Apply knowledge and understanding of sociological concepts and methods</p> <p><b>Practical research</b> When carrying out practical research activities, students will manage associated risks and use information and communication technology (ICT).</p> <p><b>Analysis and evaluation</b><br/>Analyse sociological information, ideas, processes and procedures. Evaluate sociological information, ideas, concepts and methodology. Make judgements and draw conclusions.</p> <p><b>Synoptic skills</b><br/>Develop an understanding of the interrelationships between the core concepts and theories</p> | <p>BTEC Health and Social Care Applied Psychology Forensic Psychology Government and Politics.</p> <p><b>Degrees</b><br/>Sociology; Legal; social and welfare field; business; HR and finance; childcare; health and education; journalism; research; civil service.</p> <p><b>Apprenticeships</b><br/>Programmes in housing, human resources, teaching and health and social care.</p> <p><b>Professions</b><br/>Legal; social and welfare field; business; HR and finance; childcare; health and education; journalism; research; civil service; NHS</p> <p><b>Future learning</b><br/>A level Sociology, Politics, Law, History, Economics</p> |
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| <p>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 on female conformity.</p> <p><b>Criminal and deviant behaviour Content</b></p> <p>Factors affecting criminal and deviant behaviour and ways in which criminal and deviant behaviour have generated public debate.</p> <p>The work of Albert Cohen on delinquent subcultures and Carlen on women, crime and poverty.</p> <p><b>Students should be able to:</b> identify, describe and explain factors affecting criminal and deviant behaviour including social</p> |  | <p>Functionalism) and the key methodological components of sociological research</p> <p><b>Prior learning</b> Sociology of family, sociology or education, research methodology, learning skills and revision techniques Mathematical skills</p> <p><b>RSE – 2c; 2d; 2f; 3 (criminal aspects);</b></p> <p><b>HE - na</b></p> <p><b>SMSC – 2a; 2c; 3c; 4;</b></p> |  |
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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 on delinquent subcultures. Describe the key ideas of Carlen on women, crime and poverty.

**Data on crime  
Content**

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

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|                                   | <p>(unreported and unrecorded crime).<br/>Describe, compare and contrast a variety of sociological perspectives on the use of data on crime (functionalist, feminist and Marxist).</p>  |  |  |  |
| <p><b>Spring</b><br/><b>1</b></p> | <p><b>The Sociology of the Crime and Deviance and Social Stratification (Paper 2) and relevant areas of social theory and methodology</b></p> <p>Students will be expected to draw on knowledge and understanding of the entire course of study to show a deeper understanding of these topics of the sociology of crime and deviance; the sociology of social stratification and relevant areas of social theory and methodology</p> |  |  |  |

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| <p><b>Sociology of Social Stratification different forms of power and authority. <u>(implicit content see content at beginning of course theory and methods)</u></b></p> <p><b>Functionalist theory of stratification</b></p> <p><b>Content</b><br/>Different views of the functionalist theory of social stratification. The work of Davis and Moore on social stratification from a functionalist perspective.</p> <p><b>Students should be able to:</b><br/>Describe and explain the functionalist theory of stratification (effective role allocation and performance linked</p> | <p>➤ <b>Approach</b> - Assessment to contain skill application from specification focused on exam-based questions. These are multiple choice questions followed by a range of short and extended responses.</p> <p>➤ <b>Purpose</b> – to ensure all learners are fully prepared for any examination assessment within stratification and methods sociology that is likely to appear on the exam paper for this topic.</p> | <p><b>Learning skills</b><br/>Topic knowledge, research, communication, analysis, teamwork and cross-cultural understanding.</p> <p><b>Knowledge</b><br/>Demonstrate knowledge of sociological ideas.<br/>Demonstrate knowledge of sociological concepts and methods.</p> <p><b>Application</b><br/>Apply knowledge and understanding of sociological ideas.<br/>Apply knowledge and understanding of sociological concepts and methods</p> | <p><b>Careers</b></p> <p><b>Level 3</b><br/>A level Sociology<br/>Combinations:<br/>English Literature<br/>English Language Law.<br/>BTEC Heath and Social Care<br/>Applied Psychology Forensic Psychology<br/>Government and Politics.</p> <p><b>Degrees</b><br/>Sociology; Legal; social and welfare field; business; HR and finance; childcare; health and education; journalism; research; civil service.</p> <p><b>Apprenticeships</b></p> |
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|  | <p>to the promise of rewards). Describe the key ideas of Davis and Moore. Describe, compare and contrast alternative perspectives on functionalist theory (feminist and Marxist).</p> <p><b>Socio-economic class Content</b><br/>Different views of socio-economic class. The work of Marx and Weber on socio-economic class.</p> <p><b>Students should be able to:</b> 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 on socio-economic class Describe the key ideas of Weber on socio-economic class.</p> <p><b>Life chances Content</b><br/>Different views on factors affecting life chances. The work of Devine revisiting the idea of the affluent worker.</p> | <p>➤ <b>Homework</b> within development sociology will be set no more than once per week pending homework requirements in terms of individual learning needs for exam preparation. This will incorporate assessment based learning in addition to task based learning to ensure understanding of topic material.</p> <p>➤ <b>Learners understanding</b> will be bench marked against specification standards for all areas within stratification sociology in preparation for outcomes of exam based assessment.</p> | <p><b>Practical research</b> When carrying out practical research activities, students will manage associated risks and use information and communication technology (ICT).</p> <p><b>Analysis and evaluation</b><br/>Analyse sociological information, ideas, processes and procedures. Evaluate sociological information, ideas, concepts and methodology. Make judgements and draw conclusions.</p> <p><b>Synoptic skills</b><br/>Develop an understanding of the interrelationships between the core concepts and theories (Marxism, Feminism and Functionalism) and the key methodological components of sociological research</p> <p><b>Prior learning</b> Sociology of family, sociology or education, research methodology, learning skills and revision techniques<br/>Mathematical skills</p> | <p>Programmes in housing, human resources, teaching and health and social care.</p> <p><b>Professions</b><br/>Legal; social and welfare field; business; HR and finance; childcare; health and education; journalism; research; civil service; NHS</p> <p><b>Future learning</b><br/>A level Sociology, Politics, Law, History, Economics</p> |
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|  |  |  | <b>RSE – 2c; 2d; 2f; 3 (criminal aspects);</b> |  |
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**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 on the idea of the affluent worker.

**Poverty as a social issue**

**Content**

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

**HE - na**

**SMSC – 2a; 2c; 3c; 4;**



and Marxist). Describe the key ideas of Townsend on relative deprivation. Describe the key ideas of Murray on the underclass including links to New Right theories.

**Power and authority**

**Content**

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 on power and authority.

**Power relationships**

**Content**

Describe and explain different views on factors affecting power relationships. The work of Walby on patriarchy

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|                            | <p><b>Students should be able to:</b> 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 on patriarchy.</p>  |  |  |  |
| <p><b>Spring<br/>2</b></p> | <p align="center"><b>The Sociology of the Crime and Deviance and Social Stratification (Paper 2) and relevant areas of social theory and methodology</b></p> <p>Students will be expected to draw on knowledge and understanding of the entire course of study to show a deeper understanding of these topics of the sociology of crime and deviance; the sociology of social stratification and relevant areas of social theory and methodology</p> |  |  |  |

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| <p><b>Sociology of Social Stratification different forms of power and authority. <u>(implicit content see content at beginning of course theory and methods)</u></b></p> <p><b>Functionalist theory of stratification</b></p> <p><b>Content</b><br/> Different views of the functionalist theory of social stratification. The work of Davis and Moore on social stratification from a functionalist perspective.</p> | <p>➤ <b>Approach</b> - Assessment to contain skill application from specification focused on exam-based questions. These are multiple choice questions followed by a range of short and extended responses.</p> <p>➤ <b>Purpose</b> – to ensure all learners are fully prepared for any</p> | <p><b>Learning skills</b><br/> Topic knowledge, research, communication, analysis, teamwork and cross-cultural understanding.</p> <p><b>Knowledge</b><br/> Demonstrate knowledge of sociological ideas.<br/> Demonstrate knowledge of sociological concepts and methods.</p> <p><b>Application</b></p> | <p><b>Careers</b></p> <p><b>Level 3</b><br/> A level Sociology<br/> Combinations:<br/> English Literature<br/> English Language Law.<br/> BTEC Heath and Social Care<br/> Applied Psychology Forensic Psychology<br/> Government and Politics.</p> <p><b>Degrees</b></p> |
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|  | <p><b>Students should be able to:</b><br/>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.<br/>Describe, compare and contrast alternative perspectives on functionalist theory (feminist and Marxist).</p> <p><b>Socio-economic class Content</b><br/>Different views of socio-economic class. The work of Marx and Weber on socio-economic class.</p> <p><b>Students should be able to:</b><br/>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 on socio-economic class Describe the key ideas of Weber on socio-economic class.</p> <p><b>Life chances Content</b></p> | <p>examination assessment within stratification and methods sociology that is likely to appear on the exam paper for this topic.</p> <p>➤ <b>Homework</b> within development sociology will be set no more than once per week pending homework requirements in terms of individual learning needs for exam preparation. This will incorporate assessment based learning in addition to task based learning to ensure understanding of topic material.</p> <p>➤ <b>Learners understanding</b> will be bench marked against specification standards for all areas within stratification sociology in preparation for outcomes of exam based assessment.</p> | <p>Apply knowledge and understanding of sociological ideas.<br/>Apply knowledge and understanding of sociological concepts and methods</p> <p><b>Practical research</b> When carrying out practical research activities, students will manage associated risks and use information and communication technology (ICT).</p> <p><b>Analysis and evaluation</b><br/>Analyse sociological information, ideas, processes and procedures. Evaluate sociological information, ideas, concepts and methodology.<br/>Make judgements and draw conclusions.</p> <p><b>Synoptic skills</b><br/>Develop an understanding of the interrelationships between the core concepts and theories (Marxism, Feminism and Functionalism) and the key methodological components of sociological research</p> | <p>Sociology; Legal; social and welfare field; business; HR and finance; childcare; health and education; journalism; research; civil service.</p> <p><b>Apprenticeships</b><br/>Programmes in housing, human resources, teaching and health and social care.</p> <p><b>Professions</b><br/>Legal; social and welfare field; business; HR and finance; childcare; health and education; journalism; research; civil service; NHS</p> <p><b>Future learning</b><br/>A level Sociology, Politics, Law, History, Economics</p> |
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**Prior learning** Sociology of family, sociology or education, research methodology,

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| <p>Different views on factors affecting life chances.<br/>The work of Devine revisiting the idea of the affluent worker.</p> <p><b>Students should be able to:</b> 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)<br/>Describe the key ideas of Devine on the idea of the affluent worker.</p> <p><b>Poverty as a social issue</b><br/><b>Content</b><br/>Different interpretations of poverty as a social issue. The work of Townsend on relative deprivation and Murray on the underclass.</p> <p><b>Students should be able to:</b> 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</p> |  | <p>learning skills and revision techniques Mathematical skills</p> <p><b>RSE – 2c; 2d; 2f; 3 (criminal aspects);</b></p> <p><b>HE - na</b></p> <p><b>SMSC – 2a; 2c; 3c; 4;</b></p> |  |
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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 on relative deprivation. Describe the key ideas of Murray on the underclass including links to New Right theories.

**Power and authority**

**Content**

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 on power and authority.

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|                                    | <p><b>Power relationships</b><br/> <b>Content</b><br/> Describe and explain different views on factors affecting power relationships. The work of Walby on patriarchy</p> <p><b>Students should be able to:</b> 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 on patriarchy.</p> |  |  |  |
| <p><b>Summer</b><br/> <b>1</b></p> | <p align="center"><b>The Sociology of the Crime and Deviance and Social Stratification (Paper 2) and relevant areas of social theory and methodology</b></p> <p>Students will be expected to draw on knowledge and understanding of the entire course of study to show a deeper understanding of these topics of the sociology of crime and deviance; the sociology of social stratification and relevant areas of social theory and methodology</p>  |  |  |  |

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| <p><b>Sociology of Social Stratification different forms of power and authority. <u>(implicit content see content at beginning of course theory and methods)</u></b></p> <p><b>Functionalist theory of stratification</b></p> | <p>➤ <b>Approach</b> - Assessment to contain skill application from specification focused on exam-based questions. These are</p> | <p><b>Learning skills</b></p> <p>Topic knowledge, research, communication, analysis, teamwork and cross-cultural understanding.</p> <p><b>Knowledge</b></p> | <p><b>Careers</b></p> <p><b>Level 3</b></p> <p>A level Sociology<br/>Combinations:<br/>English Literature<br/>English Language Law.</p> |
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|  | <p><b>Content</b><br/>Different views of the functionalist theory of social stratification. The work of Davis and Moore on social stratification from a functionalist perspective.</p> <p><b>Students should be able to:</b><br/>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. Describe, compare and contrast alternative perspectives on functionalist theory (feminist and Marxist).</p> <p><b>Socio-economic class</b><br/><b>Content</b><br/>Different views of socio-economic class. The work of Marx and Weber on socio-economic class.</p> <p><b>Students should be able to:</b><br/>identify, describe and explain socio-economic class divisions in society describe, compare and contrast a variety of sociological perspectives on socio-economic</p> | <p>multiple choice questions followed by a range of short and extended responses.</p> <p>➤ <b>Purpose</b> – to ensure all learners are fully prepared for any examination assessment within stratification and methods sociology that is likely to appear on the exam paper for this topic.</p> <p>➤ <b>Homework</b> within development sociology will be set no more than once per week pending homework requirements in terms of individual learning needs for exam preparation. This will incorporate assessment based learning in addition to task based learning to ensure understanding of topic material.</p> <p>➤ <b>Learners understanding</b> will be bench marked against specification standards for all areas within stratification sociology in preparation for outcomes of exam based assessment.</p> | <p>Demonstrate knowledge of sociological ideas.<br/>Demonstrate knowledge of sociological concepts and methods.</p> <p><b>Application</b><br/>Apply knowledge and understanding of sociological ideas.<br/>Apply knowledge and understanding of sociological concepts and methods</p> <p><b>Practical research</b> When carrying out practical research activities, students will manage associated risks and use information and communication technology (ICT).</p> <p><b>Analysis and evaluation</b><br/>Analyse sociological information, ideas, processes and procedures. Evaluate sociological information, ideas, concepts and methodology.<br/>Make judgements and draw conclusions.</p> <p><b>Synoptic skills</b><br/>Develop an understanding of the interrelationships between the core concepts and theories</p> | <p>BTEC Health and Social Care<br/>Applied Psychology Forensic Psychology<br/>Government and Politics.</p> <p><b>Degrees</b><br/>Sociology; Legal; social and welfare field; business; HR and finance; childcare; health and education; journalism; research; civil service.</p> <p><b>Apprenticeships</b><br/>Programmes in housing, human resources, teaching and health and social care.</p> <p><b>Professions</b><br/>Legal; social and welfare field; business; HR and finance; childcare; health and education; journalism; research; civil service; NHS</p> <p><b>Future learning</b><br/>A level Sociology, Politics, Law, History, Economics</p> |
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|  | <p>class (functionalist, feminist and Marxist). Describe the key ideas of Marx on socio-economic class<br/>Describe the key ideas of Weber on socio-economic class.</p> <p><b>Life chances</b><br/><b>Content</b><br/>Different views on factors affecting life chances.<br/>The work of Devine revisiting the idea of the affluent worker.</p> <p><b>Students should be able to:</b><br/>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)<br/>Describe the key ideas of Devine on the idea of the affluent worker.</p> <p><b>Poverty as a social issue</b><br/><b>Content</b><br/>Different interpretations of poverty as a social issue. The work of Townsend on relative deprivation and Murray on the underclass.</p> |  | <p>Functionalism) and the key methodological components of sociological research</p> <p><b>Prior learning</b> Sociology of family, sociology or education, research methodology, learning skills and revision techniques Mathematical skills</p> <p><b>RSE – 2c; 2d; 2f; 3 (criminal aspects);</b></p> <p><b>HE - na</b></p> <p><b>SMSC – 2a; 2c; 3c; 4;</b></p> |  |
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**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 on relative deprivation. Describe the key ideas of Murray on the underclass including links to New Right theories.

**Power and authority**

**Content**

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

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| <p>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 on power and authority.</p> <p><b>Power relationships</b><br/><b>Content</b><br/>Describe and explain different views on factors affecting power relationships. The work of Walby on patriarchy</p> <p><b>Students should be able to:</b> 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 on patriarchy.</p> |                           |                           |                           |
| <p>Revision<br/>Paper 1<br/>The sociology of families<br/>The Sociology of education<br/>Relevant areas of social theory and methodology</p>   | <p>See above criteria</p> | <p>See above criteria</p> | <p>See above criteria</p> |

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|  | <p>Paper 2<br/>The sociology of crime and deviance<br/>The sociology of social stratification<br/>Relevant areas of social theory and methodology</p> |  |  |  |