

AQA	Autumn 1	Autumn 2
Focus/ Context for Learning	<p><u>3.1 The Sociological Approach</u></p> <p>3.1.1 - Debates within sociology.</p> <p>3.1.2 - How sociological knowledge and ideas change over time and how these ideas inform our understanding of the social world.</p> <p>3.1.3 - The contextualised work (a sense of time and place) of key classical sociologists.</p>	<p><u>3.1 & 3.2 The Sociological Approach</u></p> <p>3.1.4 - Different sociological perspectives on social structures, social processes and social issues.</p> <p>3.1.5 -The interrelationship between the core areas of sociology.</p> <p>3.1.6 - How to use sociological research methods.</p> <p>3.2 - Key sociological terms and concepts concerned with social structures, social processes and social issues and the explanation of social phenomena.</p>
Focus/ Context for Learning	<p><u>3.7 Sociological Research Methods</u></p> <p>In the context of the various social structures, social processes and social issues detailed in the specification, students should be able to:</p> <ul style="list-style-type: none"> - 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. - Demonstrate an understanding of the process of research design for a specific area of research, including practical difficulties and ethical issues . 	<p><u>3.4 Education</u></p> <p>3.4.1 Roles and functions of education</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>3.4.2 The relationship between education and capitalism</p> <ul style="list-style-type: none"> - Different views of the correspondence principle on the relationship between education and capitalism as developed from a Marxist perspective by Bowles and Gintis.
Focus/ Context for Learning	<p><u>3.4 Education</u></p> <p>3.4.3 Educational achievement</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. <p>3.4.4 Processes within schools</p> <ul style="list-style-type: none"> - Processes within schools affecting educational achievement. - The work of Ball on teacher expectations and Willis on the creation of counter school cultures. 	<p><u>Social Issues Community Project</u></p>



Head of Department: Ms K. O'Donoghue

Year 10

AQA

Autumn 1

Autumn 2

**Focus/
Context for
Learning**

3.3 Families
 3.3.1 Functions of families
 - Differing views of the functions of families.
 Parsons - functionalist perspective on primary socialisation and the stabilisation of adult personalities.
 3.3.2 Family forms
 How family forms differ in the UK and within a global context.
 The work of the Rapoport on family diversity.
 3.3.3 Conjugal role relationships
 Different views of conjugal role relationships.
 The feminist perspective of Oakley on the idea of the conventional family.

3.3 Families
 3.3.4 Changing relationships within families
 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.
 3.3.5 Criticisms of families
 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.
 3.3.6 Divorce
 - Changes in the pattern of divorce in Britain since 1945 and the consequences of divorce for family members and structures.

Spring 1

Spring 2

**Focus/
Context for
Learning**

3.5 Crime and deviance
 3.5.1 The social construction of crime and deviance
 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.
 3.5.2 Social control
 Formal and informal methods of social control.
 The work of Heidensohn on female conformity in male dominated patriarchal societies.

3.5 Crime and Deviance
 3.5.3 Criminal and deviant behaviour
 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
 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'.

Summer 1

Summer 2

**Focus/
Context for
Learning**

Mock Prep

Sociology Research Project



AQA	Autumn 1	Autumn 2
Focus/ Context for Learning	<p><u>3.5 Crime and deviance</u></p> <p>3.5.1 The social construction of crime and deviance 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>3.5.2 Social control Formal and informal methods of social control. The work of Heidensohn on female conformity in male dominated patriarchal societies.</p>	<p><u>3.5 Crime and Deviance</u></p> <p>3.5.3 Criminal and deviant behaviour 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.</p> <p>3.5.4 Data on crime 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'.</p>
	Spring 1	Spring 2
Focus/ Context for Learning	<p><u>3.6 Social stratification</u></p> <p>3.6.1 Functionalist theory of stratification Different views of the functionalist theory of social stratification. The work of Davis and Moore on social stratification from a functionalist perspective.</p> <p>3.6.2 Socio-economic class Different views of socio-economic class. The work of Marx and Weber on socio-economic class.</p> <p>3.6.3 Life chances Different views on factors affecting life chances. The work of Devine revisiting the idea of the affluent worker.</p>	<p><u>3.6 Social Stratification</u></p> <p>3.6.4 Poverty as a social issue Different interpretations of poverty as a social issue. The work of Townsend on relative deprivation and Murray on the underclass.</p> <p>3.6.5 Power and authority Different forms of power and authority. The work of Weber on power and authority.</p> <p>3.6.6 Power relationships Describe and explain different views on factors affecting power relationships. The work of Walby on patriarchy.</p>
	Summer 1	Summer 2
Focus/ Context for Learning	Exam prep for external exams.	EXTERNAL EXAMS