

AQA GCSE Sociology Year 10											
HT	Unit Title	Key knowledge/ content to learn and retain	Essential skills to acquire (subject and generic)	Link to subject intent and ethos	Anticipated misconceptions	Link to previous KS	Link to Future KS	Opportunity to stretch higher attainers	SMSC & British Values	Cultural Capital	Career Link
1	The sociological Approach	<p>The sociological approach. Students must know and understand:</p> <ul style="list-style-type: none"> debates within sociology including conflict versus consensus how sociological knowledge and ideas change over time the contextualised work (a sense of time and place) of key classical sociologists Durkheim, Marx and Weber different sociological perspectives on social structures, social processes and social issues, including those informed by: feminism, functionalism, interactionism and Marxism <p>the interrelationship between the core areas of sociology</p> <p>key sociological terms and concepts concerned with social structures, social processes and social issues and the explanation of social phenomena including: <i>society, socialisation, norms, values, roles, labelling, discrimination, power and authority.</i></p>	<ul style="list-style-type: none"> 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. 	Providing a secure basis to study sociology	Lots of new information. Students tend to take a while to get to grips with the idea of a 'perspective'.	Y9 students have a basic grounding in sociology from foundation year. For some students the concepts will be entirely new.	The knowledge and skills required to study sociology.	Encourage them to identify 'real life' examples of sociology in action or evidence of concepts and theory.	<p>Life span is examined in chronological order. Discuss the PIES characteristics associated with 'later adulthood' as the basis for ageism</p> <p>Recognising that deviation from the expected may make us 'different'.</p>	<p>Students are equipped with an understanding and empathy 'beyond their years'.</p> <p>The specialized vocabulary to describe a range of 'ordinary experiences' e.g., the use of cognitive decline to explain the slowing down of the brain as we age.</p>	<p>Lifespan development is the basic underpinning knowledge and understanding applied in all health and social care job roles and careers.</p> <p>Activities coordinator: using the job description and research students plan a week of activities for residents in a care home.</p>
2	Families	<p>Functions of the family</p> <ul style="list-style-type: none"> Differing views of the functions of families. Parsons functionalist perspective on primary socialisation and the stabilisation of adult personalities. <p>Family forms</p> <ul style="list-style-type: none"> How family forms differ in the UK and within a global context. The work of the Rapoport on family diversity. 	<p>Students should be able to:</p> <ul style="list-style-type: none"> identify, describe and explain the functions of families (sexual, reproductive, economic and educational) describe, compare and contrast a variety of sociological perspectives on the functions of families (functionalist, feminist and Marxist). <p>Students should be able to identify, describe and explain various family forms (nuclear,</p>	Taking an institution they are familiar with (the family) and exploring it from a range of competing viewpoints	The structural nature of oppression in the family e.g. women working part time. Students will find it challenging to see this as a symptom of the organization of society, rather than an	Y9 foundation year provides an introduction to these topics	At A level, the families topic is studied in greater depth and detail	<p>Use of wider key vocabulary.</p> <p>Introduce A level concepts.</p>	<p>The role of families abuse, neglect and the gender pay gap.</p>	<p>Widening their vocabulary by using specialized terminology.</p> <p>Understanding the role of the family in wider social issues.</p>	<p>Family support</p> <p>Social work</p> <p>Police</p>

		<p>Conjugal role relationships</p> <ul style="list-style-type: none"> • Different views of conjugal role relationships. • The feminist perspective of Oakley on the idea of the conventional family. <p>Changing relationships within families</p> <ul style="list-style-type: none"> • Changing relationships within families. • How relationships within families have changed over time. • The theory of the symmetrical family and the principle of stratified diffusion developed from the functionalist perspective of Willmott and Young. 	<p>extended, reconstituted, lone parent, single sex).</p> <p>Students should be able to:</p> <ul style="list-style-type: none"> • identify, describe and explain joint and segregated conjugal roles • describe and explain the domestic division of labour in both traditional and contemporary families • demonstrate their understanding of issues that impact on conjugal role relationships within the contemporary family including decision making, money management, dual career families, child rearing and leisure activities • describe, compare and contrast a variety of sociological perspectives on conjugal role relationships (functionalist, feminist and Marxist). <p>students should be able to:</p> <ul style="list-style-type: none"> • identify, describe and explain how relationships within families have changed over time (pre-industrial, industrial and contemporary/modern) • identify, describe and explain contemporary family related issues, the quality of parenting, the relationships between teenagers and adults, care of the disabled/elderly and arranged marriage • describe, compare and contrast a variety of sociological perspectives on changing relationships within families (functionalist, feminist and Marxist) <p>describe the key ideas of Willmott and Young.</p>		individual choice						
3	Families Education	<p>Criticisms of families</p> <ul style="list-style-type: none"> • Different criticisms of families (isolation and unrealistic idealisation, loss of traditional functions, lack of contact with wider kinship networks, the 	<p>Students should be able to:</p> <ul style="list-style-type: none"> • identify, describe and explain different criticisms of families • describe, compare and contrast a variety of sociological perspectives on these issues 	Taking an institution they are familiar with (the family) and exploring it	Understanding the problems faced within families.	Y9 foundation year provides an introduction to these topics	At A level, the families topic is studied in greater depth and detail.	Use of wider key vocabulary. Introduce A level concepts.	Social cohesion	The ability to articulate arguments by selecting evidence to support them.	Education & teaching.

		<p>status and role of women within families, marital breakdown, dysfunctional families).</p> <p>The work of Zaretsky on developments in families from a Marxist perspective and Delphy and Leonard's feminist critique of families</p> <p>Changes in the pattern of divorce in Britain since 1945 and the consequences of divorce for family members and structures.</p> <p>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>(functionalist, feminist and Marxist)</p> <ul style="list-style-type: none"> •describe the key ideas of Zaretsky on families •describe the key ideas of Delphy and Leonard on families. <p>Students should be able to:</p> <ul style="list-style-type: none"> •identify, describe and explain the pattern of divorce in Britain since 1945 using relevant statistical data • explain reasons for the rise in divorce since 1945 including: changes in the law, changes in social attitudes and values, secularisation, changes in the status of women in society • describe the consequences of divorce for family members (husband and wife, children and extended family) and the increase in the numbers of lone parent families <p>describe, compare and contrast a variety of sociological perspectives on these issues (functionalist, feminist and Marxist).</p> <p>Students should be able to:</p> <ul style="list-style-type: none"> •identify, describe and explain the functions of education including serving the needs of the economy, facilitating social mobility and fostering social cohesion •identify and describe a variety of different types of school including primary and secondary, state and private •describe alternative forms of educational provision including home schooling and de-schooling •describe, compare and contrast a variety of sociological perspectives on these issues (functionalist, feminist and Marxist) <p>describe the key ideas of Durkheim on education</p>	<p>from a range of competing viewpoints.</p> <p>Taking a critical viewpoint.</p>			<p>Further evaluation of the role of the family.</p> <p>At A level the Education topic is studied in greater depth and detail.</p>				
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			describe the key ideas of Parsons on education.								
4	Education	<p>The relationship between education and capitalism</p> <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>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>Processes within school</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>Students should be able to: 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>Students should be able to:</p> <ul style="list-style-type: none"> •identify, describe and explain various factors affecting educational achievement including class, gender and ethnicity •describe, compare and contrast a variety of sociological perspectives on these issues (functionalist, feminist and Marxist) •describe the key ideas of Halsey on class-based inequalities •describe the key ideas of Ball on parental choice and competition between schools. <p>Students should be able to:</p> <ul style="list-style-type: none"> •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>Taking perspectives and applying them to social processes.</p> <p>Taking a critical viewpoint.</p>	<p>Students may say Marxists want capitalism rather than are critical of it</p>	<p>Y9 foundation year students use role play and creative writing to explore the social class divisions in education.</p>	<p>At A level the Education topic is studied in greater depth and detail.</p>	<p>Use of wider key vocabulary.</p> <p>Exam questions scaffolded to allow them to achieve top marks</p> <p>Introduce A level concepts.</p>	<p>Social class divisions.</p> <p>Ethnocentric curriculum & institutional racism.</p>	<p>Explicit teaching of the concept of cultural capital, cultural deprivation and the relationship to education</p>	<p>Education & teaching.</p>

5	Families Education	Paper 1 revision and exam technique booster	Revisit all learning	Exam skills; application, analysis & evaluation			A level exam skills	Use of wider key vocabulary. Scaffolding to support students to access the top mark bands. Introduce A level concepts.			
6	Crime & Deviance	<p>The social construction of crime and deviance</p> <ul style="list-style-type: none"> •The social construction of concepts of crime and deviance and explanations of crime and deviance. •The work of Merton on the causes of crime from a functionalist perspective and Becker from an interactionist perspective. <p>Social control</p> <ul style="list-style-type: none"> •Formal and informal methods of social control. <p>The work of Heidensohn on female conformity in male dominated patriarchal societies Criminal and deviant behaviour</p> <ul style="list-style-type: none"> •Factors affecting criminal and deviant behaviour and ways in which criminal and deviant behaviour have generated public debate. •The work of Albert Cohen on delinquent subcultures and Carlen on women, crime and poverty. 	<p>Students should be able to:</p> <ul style="list-style-type: none"> •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. •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. •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 	Locating individual actions in the social structure	Crime as a product of society rather than individual choice.	Y9 foundation year, students exam the concepts of crime and deviance and carry out research into punishments.	At A level the Crime and deviance topic is studied in greater depth and detail.	Use of wider key vocabulary. Introduce A level concepts.	Crime Poverty Social exclusion Racial inequality Gender inequality	An understanding of crime in society and the factors increasing the likelihood of criminality.	Criminal justice system

			<ul style="list-style-type: none"> •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. •identify, describe and explain factors affecting criminal and deviant behaviour including social class, gender, ethnicity and age 								
1	<p>Crime & deviance</p> <p>Social stratification</p>	<p>Data on crime</p> <p>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> <p>Functionalist theory of stratification</p> <p>Socio-economic class</p> <ul style="list-style-type: none"> •Different views of socio-economic class. •The work of Marx and Weber on socio-economic class. <p>Skills</p> <p>Life chances</p> <ul style="list-style-type: none"> •Different views on factors affecting life chances. •The work of Devine revisiting the idea of the affluent worker. 	<p>Students should be able to:</p> <ul style="list-style-type: none"> •identify and describe the main sources of data on crime •describe the pattern and trends in crime figures using relevant statistical data •explain the 'dark figure' of crime (unreported and unrecorded crime) •describe, compare and contrast a variety of sociological perspectives on the use of data on crime (functionalist, feminist and Marxist). •identify and describe the main sources of data on crime •describe the pattern and trends in crime figures using relevant statistical data •explain the 'dark figure' of crime (unreported and unrecorded crime) •describe, compare and contrast a variety of sociological perspectives on the use of data on crime (functionalist, feminist and Marxist). 	Exploring inequalities within society and their origins.	There is likely to be debate over whose 'fault' inequality is.	This brings together all their learning so far. There may be themes reflected in English and geography lessons.	Preparation for making wider synoptic links at A level	Use of wider key vocabulary. Introduce A level concepts.	Poverty Social exclusion Inequality	The impact of cultural capital and cultural deprivation according to social class, ethnicity, gender and age.	Social work Social care Police & criminal justice system Charity work

			<ul style="list-style-type: none"> •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. •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) <p>describe the key ideas of Devine on the idea of the affluent worker.</p>								
2	Social Stratification	<p>Poverty as a social issue</p> <ul style="list-style-type: none"> •Different interpretations of poverty as a social issue. •The work of Townsend on relative deprivation and Murray on the underclass. Power and authority •Different forms of power and authority. •The work of Weber on power and authority. Power relationships •Describe and explain different views on factors affecting power relationships. The work of Walby on patriarchy. 	<p>Students should be able to:</p> <ul style="list-style-type: none"> •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. •identify, describe and explain different forms of power and authority including traditional, charismatic, rational-legal, 	<p>A mature understanding of the issues that face individuals in society.</p> <p>The ability to critically analyse.</p>	<p>Students may not have the maturity to recognise the difficulties faced by individuals trying to escape poverty</p>	<p>Students have explored these issues in foundation year.</p>	<p>The role of the media in perpetuating inequality is examined at A level.</p>	<p>Use of wider key vocabulary.</p> <p>Introduce A level concepts.</p>	<p>Power & democracy</p> <p>Poverty and the responsibility of communities to tackle it.</p>	<p>The ability to debate political issues</p>	<p>Charity work</p> <p>Social work</p> <p>Volunteering</p>

			<p>formal and informal sources of power</p> <ul style="list-style-type: none"> •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. •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. 								
3	Research methods	<p>Research design</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>Qualitative and quantitative methods</p> <p>Describe and explain qualitative and quantitative methods (questionnaires, interviews, observations) and assess the value, application, and strengths and weaknesses of different methods.</p> <p>Assess the usefulness of the mixed methods approach.</p> <p>Different types of data</p> <p>Assess the usefulness of different types of data, qualitative and quantitative data, and official and non-official statistics.</p> <p>Primary and secondary sources</p> <p>Describe and explain primary and secondary sources of data.</p> <p>Interpretation of data</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 •demonstrate an understanding of the relevance and usefulness of various primary and secondary sources for a specific area of research •demonstrate the ability to interpret data presented in a variety of forms. 	The ability to critically analyse data sources	Students confuse qualitative and quantitative data	Students have carried out their own piece of sociological research in year 9.	Students are examined on both methods and methods in context at A level.	Use of wider key vocabulary.	Ethics	Students are equipped with the ability to critically analyse data sources.	Social and market research.

