Sociology

Skill

Sociology is the academic study of human society and involves exploring the social interactions and relationships between different groups of people. Many students find the subject interesting as it is relevant to their lives as we investigate topics that are familiar to them such as the family, education, beliefs in society, social inequality and crime and deviance. The subject is based on two core themes that run through all the areas of social life we study:

- socialisation, culture and identity
- social differentiation, power and stratification

In addition to this, another key part of studying sociology is learning about sociological theories, perspectives and methods as well as how sociologists design research to obtain their data.

Though sociology has a global element and does involve comparisons between cultures, the knowledge focus is on contemporary UK society and how the UK participates in globalised context.

Character
Sociology aims to develop holistic thinking, so that students are open-minded and curious about not only their own society but also the wider world. Sociology fosters an awareness of students' role in society by supporting them to develop their identity through their self-concept and promoting active participation in the world around them.

As a subject Sociology will expose students to a wealth of perspectives and viewpoints that may be different to their own. This breeds respect and tolerance and the ability to see things from a different viewpoint.

Experiences
As part of the sociology curriculum we offer students experiences that will not only support them with their academic studies but also life beyond the academy. Engagement with current affairs is a central part of sociology and involves students not only reading current news articles but also engaging with documentaries. Students are actively encouraged to bring current affairs into the classroom for discussion and debate.

To develop key life skills every student will learn to construct an argument to justify their point of view so they can answer academic questions, participate in formal classroom debates and present on topics in front of an audience of their peers.

Criticality
Critical thinking is central to the study of sociology and we focus on the following to develop this way of thinking:
- Encouraging students to be curious about what they are learning and wider society
- Promoting open-mindedness about different perspectives about the world
- Learning to communicate verbally and in written expression clearly
- Helping students to analyse evidence so they can form their own well-founded judgements about the world
- Developing the ability to consider topics holistically in order to make synoptic links

This involves our students looking at society and the people within it by asking questions about who, what, where, when, why and how? It may be the first time that they have been asked to form and share an opinion on important social issues which they had not previously considered.

Programme of study to start September 2019 – AQA GCSE and A Level Sociology

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 9	• Culture • Socialisation and identity	• Power, control and inequality • Functionalism	• Marxism • Feminism	• Interactionism • Social action theories	• Research Methods	• Research methods • Revision
Year 10	• Families and Households • Theories • Diversity • Parenting	• Families and households • Symmetrical families • Divorce • Recap - theories	• Education • Theories • Role and function of Education • Alternative education • Hidden curriculum	• Education • Differential achievement – class, gender, ethnicity • Labelling theory	• Crime and deviance • Theories • Crime statistics	• Distribution of crime – class, gender, ethnicity • Media and Crime • Recap and revision
Year 11	• Functionalist view of social stratification • Socio-economic class • Life chances	• Poverty as a social issue • Power and authority • Power relationships	Recap and Revision – exam preparation • Research methods • Families	Recap and Revision – exam preparation • Education • Crime and Deviance	Recap and Revision – exam preparation • Social Stratification	Exam preparation

Examination Board: AQA

Year 9, 10 and 11 fundamentals

Term and topic:	Fundamental knowledge	Entitlement vocabulary
Year 9 autumn term:	Describe what Sociology is: Culture • Identify/describe what the following concepts mean: society, culture, norms, values and role. • Give examples of different norms, values and roles. Socialisation and Identity • Identify/ describe what the following concepts mean: socialisation, primary socialisation, secondary socialisation, agent of socialisation, social control and identity. • Identify the following agents of socialisation: family, education, media, peer group, religion and workplace. Power, control and Inequality • Identify/ describe what the following concepts mean: status, labelling, inequality, discrimination and deprivation. Identify/ describe what the following concepts mean: consensus theory and conflict theory. Functionalism: • Identify that Emile Durkheim is the founding father of Functionalism. • Identify that Functionalism is a consensus theory. • Identify, describe and evaluate the key ideas of Functionalism e.g. they believe that each part of society has a function (a job to do) to make sure that society runs smoothly and everything stays in harmony. • Identify/ describe what the following key Functionalist concepts mean: social solidarity and value consensus. • Outline the ideas of Emile Durkheim	Society/ societies, culture, role model, nature, family, education, mass media, workplace, religion, peer groups, gender, ethnicity, social class, identity, sexuality, nationality, disability, sanctions Sociology, norms, values, roles, nurture, socialisation, primary socialisation, secondary socialisation, social control, formal social control, informal social control, status, labelling, inequality, discrimination, deprivation, poverty Social change, multiple roles, role conflict, modernity, modern society, postmodern society, pre-modern society, re-socialisation, passive identity, active identity, manipulation, canalisation, ascribed status, achieved status, labelling theory, self-fulfilling prophecy, material deprivation, cultural deprivation Society/ societies, Consensus theory, Functionalism, Functionalist, social solidarity, value consensus, socialisation, Structural theory, macro theory, social order, social structure, top-down approach, anomie

Year 9 spring term:	Marxism:	Marxism, Marxist, capitalism, ruling class, working class, exploitation, oppression deprivation, poverty, ideology, false class consciousness, structural theory, macro theory, bourgeoisie, proletariat, means pf production, communism, alienation, consumption,
	• Identify that Karl Marx is the founding father of Marxism. • Identify that Marxism is a conflict theory. • Identify, describe and evaluate the key ideas of Marxism e.g. Marxists do not see this being done in a harmonious way but instead they see society as divided by conflict between the two opposing classes, the ruling (bourgeoisie) and working (proletariat). • Identify/ describe what the following key Marxist concepts mean: ruling class, working class, capitalism and false class consciousness. • Outline the ideas of Karl Marx.	
	Feminism: • Explain what Feminism is. • Identify that Feminism is a conflict theory. • Identify/ describe what the following key Feminist concepts mean: patriarchy, patriarchal society, gender inequality, sexism, gender and socialisation. • Identify and describe the key ideas of Feminism. • Identify and describe how Feminists respond to different sociological issues.	Exploitation, oppression, sexism, sex discrimination, stereotypes, violence, double standard, gender role socialisation, feminism, feminist, status, patriarchy, patriarchal society, labelling, inequality, discrimination, deprivation, structural theory, macro theory, Liberal Feminism, Radical Feminism, Marxist Feminism, suffrage
	Weber and Interactionism: • Identify that Max Weber is the founding father of what became the Interactionism. • Identify, describe and evaluate the key ideas of Interactionism. • Identify/ describe what the following key Weber/ Interactionist concepts mean: status, power, social class and labelling theory. • Outline the ideas of Max Weber and his views on social class, status and power.	Status, power, social class and labelling theory, interactionism, interpretivism, bottom-up theory, micro theory

Year 9 summer term:	Research Methods:
	
	• Describe the difference between qualitative and quantitative data.
	• Describe the difference between primary and secondary data.
	• Describe the difference between official and non-official statistics.
	• Describe primary and secondary sources of data.
	• Identify and explain the processes involved in research design:
	  o Establishment of appropriate aims.
	  o Establishing a relevant hypotheses.
	  o The use of pilot studies.
	  o The selection of appropriate sampling methods.
		Researcher, participants, cost, time, harm, strength, weakness, patterns, trends, graphs, diagrams, access Primary data, secondary data, qualitative data, quantitative data, Sociologist, types of data, questionnaire, interviews, observations, practical issues, ethics, ethical

		issues, access, participant, sampling, stratified sampling, snowball sampling, random sampling, systematic sampling, opportunity sampling, target population, pilot study, consent (informed consent), confidentiality, sampling frame, social desirability, data collection, research design, official statistics, non-official statistics, statistical data, interpretation of data, missed methods Validity, reliability, representativeness, participant observation, non-participant observation, gatekeeper, deception, response rate, quantifiable, interview bias, interviewer bias, overt observation, covert observation, objective, subjective, Hawthorne effect, rapport, generalisability
	o The analysis of data. • Describe what a questionnaire is. • Identify strengths and weaknesses of questionnaires. • Describe what an interview is. • Identify strengths and weaknesses of interview. • Describe what an observation is. • Describe what mixed methods is. • Identify the strengths and weaknesses of mixed methods. • Demonstrate the ability to interpret graphs, diagrams, charts and tables to discern patterns and trends in statistical data. • Describe the practical issues with conducting research including time, cost and access. • Discuss the ethical issues of conducting research, including consent, confidentiality and harm to participants and how these issues can be addressed.	

Term and topic:	Fundamental knowledge	Entitlement vocabulary
Year 10 autumn term:	• Identify/describe/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). • Identify/ describe/ explain various family forms (nuclear, extended, reconstituted, lone parent, single sex), including the work of the Rapoports on family diversity. • Identify/ describe/ explain joint and segregated conjugal roles • Describe/ explain the domestic division of labour in both traditional and contemporary families • Demonstrate an 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	Arranged marriage, Child rearing, Childhood, Competition (in a variety of contexts), Consensus, Divorce, Economy, Expectations, Family, Image, Income, Intergenerational, Isolation (social and family), Life expectancy, Lifestyle, Marriage, Mass media, Step parent, Urban, Welfare state, Work life balance Adolescence, Agency of socialisation, Bigamy, Blended (or reconstituted) family, Canalization, Class deal (in relation to

	• Describe/ compare and contrast a variety of sociological perspectives on conjugal role relationships (functionalist, feminist and Marxist), including Oakley's idea of the conventional family. • Identify/describe/ explain how relationships within families have changed over time (pre-industrial, industrial and contemporary/modern). • Identify/describe/ explain contemporary family related issues, the quality of parenting, the relationships between teenagers and adults, care of the disabled/elderly and arranged marriage • Describe/ compare and contrast a variety of sociological perspectives on changing relationships within families (functionalist, feminist and Marxist) • Describe the key ideas of Willmott and Young and the theory of the symmetrical family. • Identify/ describe/ explain different criticisms of families • Describe/ compare and contrast a variety of sociological perspectives on these issues (functionalist, feminist and Marxist). • Describe the key ideas of Zaretsky on the developments in families from a Marxist perspective. • Describe the key ideas of Delphy and Leonard on critiquing the family. • Identify/ describe/explain the pattern of divorce in Britain since 1945 using relevant statistical data • Explain reasons for the rise in divorce since 1945 including: changes in the law, changes in social attitudes and values, secularisation, changes in the status of women in society. • Describe the consequences of divorce for family members (husband and wife, children and extended family) and the increase in the numbers of lone parent families. • Describe/ compare and contrast a variety of sociological perspectives on these issues (functionalist, feminist and Marxist).	working-class women), Cohabitation, Commune, Conjugal relationships, Conjugal role, Conventional family, Domestic division of labour, Double shift (women in marriage), Double standards (as applied to the behaviour of men and women in society), Dysfunctional families, Economic function (of families), Empty nest family, Empty shell marriage, Ethnic diversity, Ethnic group, Ethnic minority, Extended family, Family diversity, Functionally important roles, Gender roles, Integrated conjugal roles, Kin, Kinship, Lone parent family, Male domination (of society), Middle class, New man, Nuclear family, Patriarchal family, Patriarchy, Primary socialisation, Privatised (nuclear family), Socially defined behaviour, Symmetrical family, Technological change, Theoretical perspective, Traditional family roles, Trend (in relation to data), Working class, youth culture
Year 10 spring term:	• Identify/ describe/ explain the functions of education including serving the needs of the economy, facilitating social mobility and fostering social cohesion. • Identify/ 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/ explain functionalist views on education. • Describe/ evaluate the key ideas of Durkheim on education. • Describe/ evaluate the key ideas of Parsons on education. • Describe/ explain Marxist views on education. • I can explain what the correspondence principle is. • Describe the key ideas of Bowles and Gintis on education and capitalism.	Academy, Achievement (in education), Citizenship, Competition (in a variety of contexts), Conformity, Culture, Curriculum, Discrimination, Economy, Education, Employment, Exclusion (from school), Expectations, Image, Inclusion (in education), Income, Lifestyle, Mass media, Sanctions, Status, Stereotype Anti-school sub-culture, Correspondence principle, Counter school subculture, Cultural values, Ethnic diversity, Ethnic group, Ethnic minority, Ethnicity,

- Outline/ explain Paul Willis study: Learning to labour.
- Describe/ explain feminist views on education.
- Describe/ compare and contrast a variety of sociological perspectives on these issues (functionalist, feminist and Marxist).
- Identify/ describe/ explain factors affecting educational achievement including class, gender and ethnicity.
- Identify/ describe/ explain processes within schools affecting educational achievement including, streaming, setting, mixed ability teaching, labelling and the self-fulfilling prophecy.
- Outline the work of Halsey on class-based inequalities.
- Outline Ball's views on parental choice and competition between schools.
- Describe/ explain interactionist views on education.

Fee paying, public, independent or private school, Formal curriculum, Formal education, Functionally important roles, Further education, Gender, Gender roles, Gendered curriculum, Hidden curriculum, Higher education, Interactionism, Labelling, Master status, Middle class, Mixed ability, Ofsted, Public examinations, Racial discrimination, Racism, Secondary socialisation, Self-fulfilling prophecy, Setting in education, Sex (gender) discrimination, Sex (gender) equality, Sexism, Social change/changing social attitudes, Social class/socio-economic class, Social control (formal and informal), Social inequality, Subculture, Teacher expectations, Value consensus, Working class Comprehensive school, Compulsory state education, Cultural capital, Cultural deprivation, De-schooling, Education reform, Egalitarian, Eleven plus, Ethnocentric curriculum, Ethos (of the school), Free school, Glass ceiling (in relation to women in employment), Home tuition, Informal education, Institutional racism, Intelligence quotient, League tables in education, Life chances, Marketisation of education, Particularistic standards, Privatisation (economy), SATs, Selective schools, Social cohesion, Social exclusion, Social mobility, Social network, Social stratification, Socially defined behaviour, Special school, Specialist school, Tripartite system,

		Universal standards, Vocationalism in education (work related curriculum), Welfare state
Year 10 summer term:	- Define what a crime is and what a deviance is - Name one example of a crime - Name one example of a deviance - Define Social Order - Define Social Control - Name one example of social order - Name one example of social control - Explain what a Formal rule is - Explain what an informal rule is - Outline/explain the Functionalist View of Crime and Deviance - Outline Merton's Strain Theory - Provide one strength and one weakness of Merton's Strain Theory - Explain Cohen's study - Use Cohen's study to criticise Merton - Explain the Marxist view of Crime and Deviance by outlining Karl Marx's views - Explain the Feminist view of Crime and Deviance - Outline Hiedenshon's study - Outline Carlen's studies - I can provide a strength and weakness of Hiedenshon's study - Provide a strength and weakness of Carlen's studies - Explain Becker's Labelling Theory - Provide a strength and weakness of Becker's Labelling Theory - Outline what official statistics are - Identify one strength and weakness of using official statistics to record crime rates - Outline what victim surveys are - Identify one strength and weakness of using victim surveys to record crime rates - Explain why the working class commit crimes - Explain what white collar crime is - Identify three reasons why women may commit crimes and can provide a strength and weakness of each - Explain the patterns of crime by ethnicity, gender and class - Outline sociological explanations of the relationship between ethnicity and crime and give evaluations - Explain reasons why young people may commit crime - Identify one strength and one weakness for reasons why young people may commit crime - Explain how the media report crimes (Mass Media and Deviancy Amplification) - Outline what Deviancy Amplification is - Identify one strength and one weakness of the Deviancy Amplification	Anti-social behaviour, Bias, Conformity, Crime, Data protection, Discrimination, Economy, Ethnicity, Expectations, Gender, Identity, Identity theft, Image, Injustice, Law, Mass media, Racism, Roles, Rural, Sanctions, Scapegoat, Sexism, Society, Stereotype, Surveillance, Terrorism, Urban, Welfare scrounger/benefit cheat Agent of social control, Community service, Corporate crime, Criminal justice system, Criminal subculture, Dark , Delinquency, Deviance, Deviancy amplification, Deviant career, Ethnic diversity, Ethnic group, Ethnic minority, Fundamentalism, Criminality, Gender roles, Indictable offence, Institutional racism, Interactionism, Judiciary, Labelling, Legislation, Life chances, Male domination (of society), Master status, Media amplification, Media stereotype, Miscarriage of justice, Moral panic, News value, Norms, Official crime statistics, Police caution, Popular press, Poverty (linked to crime), Prison system, Racial discrimination, Recorded crime, Reported crime, Role conflict, Selective use of data, Self-fulfilling prophecy, Self-report study, Sex (gender) discrimination, Sex (gender) equality, Social change/changing social attitudes, Social class/socio-economic class, Social cohesion, Social construct, Social control (formal and

	• Identify crime related issues which may cause public concerns	informal), Social convention, Social exclusion, Social order, Social stigma, Social stratification, Socialisation, Socially defined behaviour, Status, Status frustration, Subculture, Trend, Unwritten rules, Value consensus, Values, White collar crime, World view, Youth crime Agenda setting (and the media in relation to crime/deviance), Alienation, Anomie, Chivalry thesis, Control theory (in relation to women and crime), Folk devils, Gender deal (in relation to working-class women), Intelligence quotient, Legislative process, Legislature, Magistrate, Non-indictable offence, Privatisation (economy), Probation system, Propaganda, Quality press, Right of appeal

Term and topic:	Fundamental knowledge	Entitlement vocabulary
Year 11 autumn term:	• Describe/ explain the functionalist theory of stratification (effective role allocation and performance linked to the promise of rewards) • Describe/ explain the functionalist theory of stratification , including effective role allocation and performance linked to the promise of rewards • Identify strengths and weaknesses of functionalist views using feminism and Marxism • Outline/ evaluate the key ideas of Marx on socio-economic class • Outline/ evaluate the key ideas of Weber on socio-economic class. • Describe/ explain how social class affects life chances • Describe/ explain how gender affects life chances • Describe/ explain how 'race' affects life chances • Describe/ explain how ethnicity affects life chances • Describe/ explain how sexuality affects life chances • Describe/ explain how age affects life chances • Describe/ explain how disability affects life chances • Describe/ explain how religion and belief affects life chances	Rewards, authority, disability, equality, inequality, education, crime, family, health, work, media, stereotyping, labelling, private schooling, racism, homophobia, religion, poverty Consensus theory, conflict theory, Functionalism, Functionalist, meritocracy, role allocation, class, status, party, false class consciousness, bourgeoisie, proletariat, patriarchy, social control, agencies of social control, ethnicity, gender, class, age, sexuality, income, wealth, prejudice, discrimination,

	• Describe/ evaluate the key ideas of Devine on the idea of the affluent worker. • Describe/ explain different views of poverty as a social issue including, the culture of poverty, material deprivation, the way in which governments have attempted to stop poverty and unemployment • Explain what globalisation is • Explain one way globalisation affects employment • Describe the key ideas of Townsend on relative deprivation • Describe the key ideas of Murray on the underclass • Identify/ describe/ explain different types of power and authority including traditional, charismatic, rational-legal, formal and informal types of power • Describe the key ideas of Walby on patriarchy • Describe/ explain how social class affects power relationships • Describe/ explain how gender affects power relationships • Describe/ explain how 'race' affects power relationships • Describe/ explain how ethnicity affects power relationships • Describe/ explain how sexuality affects power relationships • Describe/ explain how age affects power relationships • Describe/ explain how disability affects power relationship	scapegoating, legislation, moral panic, sub-culture, social construction, identity, role, status, sexism, institutional racism, ageism, globalisation, material deprivation, relative deprivation Stratification, socio-economic classifications, traditional authority, charismatic authority, rational-legal authority, old boys' network, affluent worker, glass ceiling, crisis of masculinity, medical model of disability, social model of disability, absolute poverty, relative poverty, culture of poverty, cycle of deprivation, social exclusion, social inclusion, underclass
Year 11 spring term:	• Recap, revision and exam preparation • Research Methods • Families • Education • Crime and Deviance	
Year 11 summer term:	• Recap, revision and exam preparation • Social stratification	