

TOPIC	LEARNING EPISODE (E)/ESTIMATED LENGTH OF TIME	Resources/Case studies	Assessment opportunities
<p>The Sociological approach + Social structures, processes and issues.</p> <p>Total (18 hours)</p>	<p>3.1 – The sociological approach</p> <p>E1: Introduction to sociological theory (1 hour)</p> <p>Key point: Sociology is the study of social life, social change, and the social causes and consequences of human behaviour.</p> <ul style="list-style-type: none"> • What is sociology? • Why is this important to study? • Course structure and context • How does our knowledge of society change over time? 	<p>AQA GCSE Sociology Student Book 1-9.</p> <p>BBC Bitesize – AQA Sociology GCSE</p> <p>GCSEPOD</p>	
	<p>E2: Debates within Sociology: Conflict vs consensus (2 hours)</p> <p>Key point: Debates exist within sociology and it is important to understand these.</p> <ul style="list-style-type: none"> • Debates within sociology including conflict versus consensus 	<p>AQA GCSE Sociology Student Book 1-9.</p> <p>BBC Bitesize – AQA Sociology GCSE</p> <p>GCSEPOD</p>	
	<p>E3: The social world and change over time (1 hours)</p> <p>Key point: Ideas about the social world change over time and so too does our understanding.</p> <ul style="list-style-type: none"> • How sociological knowledge and ideas change over time and how these ideas inform our understanding of the social world. 	<p>AQA GCSE Sociology Student Book 1-9.</p> <p>BBC Bitesize – AQA Sociology GCSE</p> <p>GCSEPOD</p>	
	<p>E4: Sociological research + sense of time and place (2 hours)</p> <p>Key point: To understand different sociological views and past research.</p> <p>The contextualised work (a sense of time and place) of key classical sociologists Durkheim, Marx and Weber referencing both their view of the world and their contribution to the development of the discipline.</p>	<p>AQA GCSE Sociology Student Book 1-9.</p> <p>BBC Bitesize – AQA Sociology GCSE</p> <p>GCSEPOD</p>	

	<p>E5: Differing perspectives on social structures, processes and issues (3 hours) Key point: There are different sociological perspectives on social structures, social processes and social issues.</p> <ul style="list-style-type: none"> • 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. 	<p>AQA GCSE Sociology Student Book 1-9.</p> <p>BBC Bitesize – AQA Sociology GCSE</p> <p>GCSEPOD</p>	
	<p>E6: The interrelationship between the core areas of sociology (1 hour) Key point: There is an interrelationship between the core areas of sociology.</p>	<p>AQA GCSE Sociology Student Book 1-9.</p> <p>BBC Bitesize – AQA Sociology GCSE</p> <p>GCSEPOD</p>	
	<p>E7: Using sociological research methods (2 hours) Key point: There are different methodologies used to carry our sociological research.</p> <ul style="list-style-type: none"> • To learn how to use sociological research methods as outlined in the topics and how they apply in the specified contexts: families, education, crime and deviance, social stratification. • To carry out small-scale research projects in order to develop their understanding of the practical difficulties faced by the sociologists working in the field 	<p>AQA GCSE Sociology Student Book 1-9.</p> <p>BBC Bitesize – AQA Sociology GCSE</p> <p>GCSEPOD</p>	
	<p>E8: Key sociological concepts (1 hour)</p>	<p>AQA GCSE Sociology Student Book 1-9.</p>	

	<p>Key point: There are key sociological terms and concepts associated with social issues, structures and processes.</p> <ul style="list-style-type: none"> • Key sociological terms and concepts concerned with social structures, social processes and social issues and the explanation of social phenomena including: society, socialisation, norms, values, roles, labelling, discrimination, power and authority. 	<p>BBC Bitesize – AQA Sociology GCSE</p> <p>GCSEPOD</p>	
	<p>3.2 Social structures, processes and issues</p> <p>E9 – Developing knowledge of social structures, processes and issues (5 hours)</p> <p>Key point:</p> <ul style="list-style-type: none"> • Demonstrate knowledge and understanding of key sociological theories by reading and responding to extracts which illustrate the different views of sociologists. They should be able to critically analyse and evaluate how the issues have been interpreted by these sociologists. • Develop understanding of relevant methods and methodological issues, for example the use of official statistics, qualitative and quantitative approaches and the use of mixed methods. • Explore and debate contemporary social issues in order to be able to challenge everyday understandings of social phenomena from a sociological perspective. The knowledge, understanding and skills they develop will provide a basis for further study and career choices. 	<p>AQA GCSE Sociology Student Book 1-9.</p> <p>BBC Bitesize – AQA Sociology GCSE</p> <p>GCSEPOD</p>	

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Families and households	<p>3.1 – EP1: Functions of families (2 hours)</p> <p>Key point: There are differing views of the functions of families.</p>	<p>AQA GCSE Sociology Student Book 1-9.</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> • Identify, describe and explain the functions of

<p>Total (18 hours)</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>BBC Bitesize – AQA Sociology GCSE</p> <p>GCSEPOD</p>	<p>families (sexual, reproductive, economic and educational)</p> <ul style="list-style-type: none"> • Describe, compare and contrast a variety of sociological perspectives on the functions of families (functionalist, feminist and Marxist).
	<p>E2: Family forms (3 hours)</p> <p>Key point: Family forms are diverse and change depending on which country and culture you belong to.</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>AQA GCSE Sociology Student Book 1-9.</p> <p>BBC Bitesize – AQA Sociology GCSE</p> <p>GCSEPOD</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> • Identify, describe and explain various family forms (nuclear, extended, reconstituted, lone parent, single sex).
	<p>E3: Conjugal role relationships (3 hours)</p> <p>Key point: There are different perspectives on 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>AQA GCSE Sociology Student Book 1-9.</p> <p>BBC Bitesize – AQA Sociology GCSE</p> <p>GCSEPOD</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>EP4- Changing relationships within families</p> <p>(3 Hours)</p> <p>Key point: Relationships within families are changing over time due to a variety of factors.</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>AQA GCSE Sociology Student Book 1-9.</p> <p>BBC Bitesize – AQA Sociology GCSE</p> <p>GCSEPOD</p>	<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) • Describe the key ideas of Willmott and Young (page 46).
	<p>E5: Criticisms of families (2 Hours)</p> <p>(4 hours)</p> <p>Key point: There are a variety of criticisms relating to the structure and function of families. These are crucial to our understanding of the role 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 status and role of women within families, marital breakdown, dysfunctional families). 	<p>AQA GCSE Sociology Student Book 1-9.</p> <p>BBC Bitesize – AQA Sociology GCSE</p> <p>GCSEPOD</p>	<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 (functionalist, feminist and Marxist) • Describe the key ideas of Zaretsky (page 46) on families

	<ul style="list-style-type: none"> The work of Zaretsky on developments in families from a Marxist perspective and Delphy and Leonard's feminist critique of families. 		<ul style="list-style-type: none"> Describe the key ideas of Delphy and Leonard (page 45) on families.
	<p>E6: Divorce (3 hours) Key Point: Changes in the pattern of divorce in Britain since 1945 and the consequences of divorce for family members and structures.</p>	<p>AQA GCSE Sociology Student Book 1-9.</p> <p>BBC Bitesize – AQA Sociology GCSE</p> <p>GCSEPOD</p>	<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 Describe, compare and contrast a variety of sociological perspectives on these issues (functionalist, feminist and Marxist).

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<p>Education</p> <p>Total (16 hours)</p>	<p>3.4.1 Roles and functions of education EP1 – What is the role and function of education? (2 hours) Key point: There are differing views of the functions of education.</p> <ul style="list-style-type: none"> Different views of the role and functions of education. <p>EP2: Different perspectives on education.</p>	<p>AQA GCSE Sociology Student Book 1-9.</p> <p>BBC Bitesize – AQA Sociology GCSE</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

<p>Key point: There are different perspectives on education, status and meritocracy (3 hours)</p> <ul style="list-style-type: none"> 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 	GCSEPOD	<p>and fostering social cohesion</p> <ul style="list-style-type: none"> 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) Describe the key ideas of Durkheim (page 47) on education Describe the key ideas of Parsons (page 48) on education.
<p>3.4.2 – Ep3 - The relationship between education and capitalism</p> <p>Key point: There are different opinions related to the links between education and capitalism (3 hours)</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. 	<p>AQA GCSE Sociology Student Book 1-9.</p> <p>BBC Bitesize – AQA Sociology GCSE</p> <p>GCSEPOD</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> Describe the key ideas of Bowles and Gintis (page 47) on education and capitalism Describe, compare and contrast a variety of alternative sociological perspectives on the correspondence principle.
<p>3.4.3 Educational achievement</p> <p>EP4: Factors affecting educational achievement (2 Hours)</p> <p>Key point: There are numerous factors affecting academic achievement in the education system.</p> <ul style="list-style-type: none"> Processes within schools affecting educational achievement. 	<p>AQA GCSE Sociology Student Book 1-9.</p> <p>BBC Bitesize – AQA Sociology GCSE</p> <p>GCSEPOD</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.

	<p>Ep5: Class based inequalities, parental choices and academic competition (3 hours)</p> <p>Key point: There are numerous factors affecting academic achievement in the education system.</p> <ul style="list-style-type: none"> • The work of Halsey on class-based inequalities and Ball on parental choice and competition between schools. 	<p>AQA GCSE Sociology Student Book 1-9.</p>	<ul style="list-style-type: none"> • Describe, compare and contrast a variety of sociological perspectives on these issues (functionalist, feminist and Marxist) • Describe the key ideas of Halsey (page 47) on class-based inequalities • Describe the key ideas of Ball (page 47) on parental choice and competition between schools.
	<p>3.4.4 Processes within schools (3 hours)</p> <p>EP6: Educational processes and educational achievement.</p> <p>Key Point: Processes within schools affect education achievement.</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>AQA GCSE Sociology Student Book 1-9.</p> <p>BBC Bitesize – AQA Sociology GCSE</p> <p>GCSEPOD</p>	<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 (page 46) on teacher expectations • Describe the key ideas of Willis (page 48) on the creation of counter school cultures.

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<p>Sociological Research Methods (Term 3)</p> <p>Total (18 hours)</p>	<p>3.7 Sociological research methods</p> <p>EP1 – Introduction to sociological research methods (3 hours)</p> <p>Key point: In the context of the various social structures, social processes and social issues: Students must be able to explore a variety of research methods in order to explore sociological issues.</p>	<p>AQA GCSE Sociology Student Book 1-9.</p> <p>BBC Bitesize – AQA Sociology GCSE</p> <p>GCSEPOD</p>	<p>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
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Ep2 – Research design (3 hours)

Key point: It is important to be able to effectively design a sociological methodology and to understand how this is possible.

- 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.

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- Demonstrate an understanding of the relevance and usefulness of various primary and secondary sources for a specific area of research.

	<p>Qualitative and quantitative methods (3 hours)</p> <p>Key point: In Sociology we use both qualitative and quantitative data and there are both benefit and disadvantages to these methods.</p> <ul style="list-style-type: none"> • Describe and explain qualitative and quantitative methods (questionnaires, interviews, observations) and assess the value, application, and strengths and weaknesses of different methods. • Assess the usefulness of the mixed methods approach. 	<p>AQA GCSE Sociology Student Book 1-9.</p> <p>BBC Bitesize – AQA Sociology GCSE</p> <p>GCSEPOD</p>	<ul style="list-style-type: none"> • Demonstrate the ability to interpret data presented in a variety of forms.
	<p>EP4 - Different types of data (3 hours)</p> <p>Key point: There are different types of data and these affect how we analyse results.</p> <ul style="list-style-type: none"> • Describe and explain qualitative and quantitative methods (questionnaires, interviews, observations) and assess the value, application, and strengths and weaknesses of different methods. • Assess the usefulness of the mixed methods approach. • Describe and explain primary and secondary sources of data. 	<p>AQA GCSE Sociology Student Book 1-9.</p> <p>BBC Bitesize – AQA Sociology GCSE</p> <p>GCSEPOD</p>	

	<p>Ep5: Interpretation of data (3 hours) Key point: It is vital to be able to carry out data interpretation effectively if you are to make sociological conclusions about research that is carried out.</p> <ul style="list-style-type: none"> • Demonstrate the ability to interpret graphs, diagrams, charts and tables to discern patterns and trends in statistical data. 	<p>AQA GCSE Sociology Student Book 1-9.</p> <p>BBC Bitesize – AQA Sociology GCSE</p> <p>GCSEPOD</p>	
	<p>Ep6: What are practical and ethical issues (3 hours) Key point: There are many practical and ethical issues that are important to consider when carrying out sociological investigations.</p> <ul style="list-style-type: none"> • Practical issues including time, cost and access. • Ethical issues are consent, confidentiality and harm to participants and how the issues can be addressed. 	<p>AQA GCSE Sociology Student Book 1-9.</p> <p>BBC Bitesize – AQA Sociology GCSE</p> <p>GCSEPOD</p>	