Sociology

GCSE Sociology helps students to gain knowledge and understanding of key social structures, processes and issues through the study of families, education, crime and deviance and social stratification.

Students will develop their analytical, assimilation and communication skills by comparing and contrasting perspectives on a variety of social issues, constructing reasoned arguments, making substantiated judgements and drawing reasoned conclusions.

By studying sociology, students will develop transferable skills including how to:

- investigate facts and make deductions
- develop opinions and new ideas on social issues
- analyse and better understand the social world.

Year 11 Sociology

Terms One and Two

Content of study	Research Methods in Sociology
What are the aims and objectives of this term?	In the context of the various social structures, social processes and social issues detailed in the specification, students should be able to: • 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.
What previous knowledge is required?	Units from Year 10 covering Sociological Approaches, Family and Education.
How will this term's content help with future learning?	Aspects of Methodology link into all other aspects of the course.
Resources	• All video clips that pupils can access to get extra support are listed in the powerpoint itself and on Youtube at GCSE Methods - YouTube • Exam style questions are found in the lesson powerpoints especially at assessment points (YAP) • There are no extra worksheets or revision booklets for this material.
Links to the national curriculum/specification	Research Methods is a unit on the GCSE course, examined in all sections of both Paper 1 and Paper 2.
Assessments	There are a number of assessments in class and for homework. There are two formal assessment points (YAP)

Terms Three and Four

Content of study	Crime and Deviance

What are the aims and objectives of this term?	**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** 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** 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**

	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 (unreported and unrecorded crime) describe, compare and contrast a variety of sociological perspectives on the use of data on crime (functionalist, feminist and Marxist).
What previous knowledge is required?	Units on Sociological Perspectives, Education, Family and Methodology.
How will this term's content help with future learning?	Aspects of the Sociology of Crime and Deviance link into the Sociology of Stratification.
Resources	• All video clips that pupils can access to get extra support are listed in the powerpoint itself and on Youtube at GCSE Crime and Deviance - YouTube • Exam style questions are found in the lesson powerpoints especially at assessment points (YAP) • There are no extra worksheets or revision booklets for this material.
Links to the national curriculum/specification	The Sociology of Crime and Deviance is the third unit on the GCSE course examined in Paper 2.
Assessments	There are a number of assessments in class and for homework. There are two formal assessment points (YAP)

Terms Five and Six

Content of study	Stratification
What are the aims and objectives of this term?	3.6.1 **Functionalist theory of stratification** **Content Additional information** • Different views of the functionalist theory of social stratification. • The work of Davis and Moore on social stratification from a functionalist perspective. Students should be able to: • 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 (page 51) • describe, compare and contrast alternative perspectives on functionalist theory (feminist and Marxist). **3.6.2 Socio-economic class** **Content Additional information** • Different views of socio-economic class. • The work of Marx and Weber on socio-economic class. Students should be able to: • 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 (page 52) on socio-economic class • describe the key ideas of Weber (page 54) on socio-economic class. **3.6.3 Life chances** **Content Additional information** • Different views on factors affecting life chances. • The work of Devine revisiting the idea of the affluent worker. 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 (page 51) on the idea of the affluent worker. **3.6.4 Poverty as a social issue** **Content Additional information** • 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 and Marxist) • describe the key ideas of Townsend (page 53) on relative deprivation • describe the key ideas of Murray (page 52) on the underclass including links to New Right theories. **3.6.5 Power and authority** **Content Additional information** • 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 (page 54) on power and authority.
What previous knowledge is required?	Units on Sociological Perspectives, Family, Education, Methodology and Crime
How will this term's content help with future learning?	This is the final unit of the GCSE course.
Resources	• All video clips that pupils can access to get extra support are listed in the powerpoint itself and on Youtube at GCSE Stratification - YouTube • Exam style questions are found in the lesson powerpoints especially at assessment points (YAP) • There are no extra worksheets or revision booklets for this material.
Links to the national curriculum/specification	Stratification is the final unit on the GCSE course, examined in Paper 2.
Assessments	There are a number of assessments in class and for homework. There are two formal assessment points (YAP).