



Topic Overview

Sociology

1. Introduction to Sociology

What **BIG IDEAS** will you cover in this topic?

- ★ Understand the key concepts and perspectives essential to AQA GCSE Sociology.
- ★ This will cover theories such as Marxism, Functionalism, Feminism, The New Right and Interactionism.

What **prior knowledge** will you use from your prior learning?

- ★ Apply your knowledge from history, english and other written subjects.
- ★ Use your own real life experiences to understand the key theories and concepts.

What important **prior knowledge** will you use from your prior learning?

- ★ Reference to the key theories of the New Right, Marxism, Feminism and Interactionism.

Where does this topic fit into the **curriculum plan** for this subject?

- ★ This is the first topic in the course This is the introductory unit.

What other **key concepts, knowledge and skills** will you learn in this topic?

- ★ Debates within sociology including conflict versus consensus
- ★ How sociological knowledge and ideas change over time and how these ideas inform our understanding of the social world
- ★ 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 the contribution to the development of the discipline.
- ★ Different sociological perspectives on social structures, social processes and social issues, including those informed by: feminism, functionalism, interactionism and Marxism as specified in the topic listed below and key arguments (identified through reading and responding to extracts from key sociological texts.

Assessment:

How and when will you be assessed on this topic?

- ★ You will be assessed through key terms checks at the start of the lesson and regular questions after each sub-topic.

What will the success criteria be?

Success will be a good understanding of the following theories:

- ★ Karl Marx
- ★ Emilie Durkheim
- ★ Oscar Lewis
- ★ Charles Murray

What is the key **vocabulary** that you will need to know in this topic?

- ★ Sociology
- ★ Socialisation
- ★ Bourgeoisie
- ★ Proletariat
- ★ Culture of Dependency
- ★ Culture of Poverty

What is the structure of learning/lessons in this topic?

- Lesson 1 - What is Sociology?
- Lesson 2 - What is socialisation & Culture?
- Lesson 3 - Social Class & Life Chances
- Lesson 4 - Social Inequality
- Lesson 5 - Functionalism & Durkheim
- Lesson 6 - Marxism
- Lesson 7 - Feminism
- Lesson 8 - The New Right
- Lesson 9 - Interactionism



What BIG IDEAS will you cover in this topic?

- ★ How family forms differ in the UK and globally.

What prior knowledge will you use from your prior learning?

- ★ Apply your knowledge of Marxism, Feminism, Interactionism and functionalism.
- ★ Draw on your key theories and terminology from earlier units. For example, when discussing class, refer to Marxism.

What other key concepts, knowledge and skills will you learn in this topic?

- ★ Different types of families in the UK.
- ★ Alternatives to families.
- ★ Link to families and social class.

What important prior knowledge will you use from your prior learning?

- ★ Reference to the key theories of Marxism, Feminism and Interactionism.

Assessment:

How and when will you be assessed on this topic?

- ★ You will be assessed through key terms checks at the start of the lesson and regular questions after each sub-topic.

Where does this topic fit into the curriculum plan for this subject?

- ★ This is the first unit in the families unit.

What will the success criteria be?

- ★ Success will be a good understanding the different family forms and a variety of 3 and 4 mark questions.

What is the key vocabulary that you will need to know in this topic?

- ★ Blended family
- ★ Nuclear family
- ★ Beanpole family
- ★ Patriarchy
- ★ Dysfunctional family
- ★ Life chances
- ★ Egalitarian

What is the structure of learning/lessons in this topic?

- Lesson 1** - What is a family
- Lesson 2** - Different types of families
- Lesson 3** - Alternatives to families
- Lesson 4** - Household changes over time
- Lesson 5** - Link between families, household, ethnicity, and social class
- Lesson 6** - Family diversity
- Lesson 7** - How do families differ within a global context



What BIG IDEAS will you cover in this topic?

- ★ Functions of the family

What prior knowledge will you use from your prior learning?

- ★ Apply your knowledge of Marxism, Feminism, Interactionism and functionalism.
- ★ Draw on your key theories and terminology from earlier units. For example, when discussing class, refer to Marxism.

What other key concepts, knowledge and skills will you learn in this topic?

- ★ Differing views of the functions of families.
- ★ Parsons functionalist perspective on primary socialisation and the stabilisation of adult personalities.

What important prior knowledge will you use from your prior learning?

- ★ Reference to the key theories of Marxism, Feminism and Interactionism.

Assessment:

How and when will you be assessed on this topic?

- ★ You will be assessed through key terms checks at the start of the lesson and regular questions after each sub-topic.

Where does this topic fit into the curriculum plan for this subject?

- ★ This is the second unit in the families unit.

What will the success criteria be?

- ★ Success will be a good understanding the differing views of the family and a variety of 3 and 4 mark questions. There will be a final 12 mark question.

What is the key vocabulary that you will need to know in this topic?

- ★ SEER
- ★ Functions of the family
- ★ Expressive role
- ★ Instrumental role
- ★ Warm Bath theory
- ★ Dysfunctional

What is the structure of learning/lessons in this topic?

- Lesson 1 - Functionalist view of the family - Murdock
- Lesson 2 - Functionalist view of the family - Parsons
- Lesson 3 - Marxist view of the family - Zaretsky
- Lesson 4 - Feminist view of the family - Delphy and Leonard
- Lesson 5 - Crisis of Masculinity
- Lesson 6 - 12 mark question - assessment prep
- Lesson 7 - Assessment and DIRT



What BIG IDEAS will you cover in this topic?

- ★ Conjugal roles

What prior knowledge will you use from your prior learning?

- ★ Apply your knowledge of Marxism, Feminism, Interactionism and functionalism.
- ★ Draw on your key theories and terminology from earlier units. For example, when discussing class, refer to Marxism.
- ★ Apply knowledge of family forms and functions.

What other key concepts, knowledge and skills will you learn in this topic?

- ★ Identify, describe and explain joint and segregated conjugal roles
- ★ Describe and explain the domestic division of labour in both traditional and contemporary families.
- ★ Describe, compare and contrast a variety of sociological perspectives on conjugal role relationships.

What important prior knowledge will you use from your prior learning?

- ★ Reference to the key theories of Marxism, Feminism and Interactionism.

Where does this topic fit into the curriculum plan for this subject?

- ★ This is the third unit in the families unit.

Assessment:

How and when will you be assessed on this topic?

- ★ You will be assessed through key terms checks at the start of the lesson and regular questions after each sub-topic.

What will the success criteria be?

- ★ Success will be a good understanding the differing views of the family and a variety of 3 and 4 mark questions.

What is the key vocabulary that you will need to know in this topic?

- ★ Conjugal roles
- ★ Integrated roles
- ★ Segregated roles
- ★ Symmetrical family
- ★ Stratified Diffusion

What is the structure of learning/lessons in this topic?

Lesson 1 - What is the symmetrical family?

Lesson 2 - Is the symmetrical family a reality or myth?

Lesson 3 - Marxist, Functionalist and Feminist views.

Lesson 4 - Knowledge Check.



What BIG IDEAS will you cover in this topic?

- ★ 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.

What prior knowledge will you use from your prior learning?

- ★ Apply your knowledge of different family types.
- ★ Apply your knowledge of Wilmott & Young.
- ★ Using your critical understanding of Parsons.
- ★ Using your critical understanding of Delphy & Leonard.

What other key concepts, knowledge and skills will you learn in this topic?

- ★ Explain how relationships within families have changed over time (pre-industrial, industrial and contemporary/modern)
- ★ Explain contemporary family related issues, the quality of parenting, the relationships between teenagers and adults, care of the disabled/elderly and arranged marriage
- ★ 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

What important prior knowledge will you use from your prior learning?

- ★ Reference to functionalism, marxism and feminism.

Where does this topic fit into the curriculum plan for this subject?

- ★ This is the fourth topic in the family unit, which is part of paper one.

Assessment:

How and when will you be assessed on this topic?

- ★ You will have regular knowledge checks and end of unit assessment.

What will the success criteria be?

- ★ Success will be a critical understanding of how relationships within the family have changed over time.

What is the key vocabulary that you will need to know in this topic?

- ★ Family Diversity
- ★ Secularisation
- ★ Gender Roles
- ★ Cohabit

What is the structure of learning/lessons in this topic?

Lesson 1 & 2- Reasons for Changes in the Family.

Lesson 3 - Contemporary Families



What BIG IDEAS will you cover in this topic?

- ★ 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.

What prior knowledge will you use from your prior learning?

- ★ Apply your knowledge of different family types.
- ★ Apply your knowledge of Wilmott & Young.
- ★ Using your critical understanding of Parsons.
- ★ Using your critical understanding of Delphy & Leonard.

What important prior knowledge will you use from your prior learning?

- ★ Reference to functionalism, marxism and feminism.

Where does this topic fit into the curriculum plan for this subject?

- ★ This is the fifth and sixth topic in the family unit, which is part of paper one.

What is the key vocabulary that you will need to know in this topic?

- ★ Power
- ★ Domestic Violence
- ★ Lonliness
- ★ Isolation
- ★ Dysfunctional families
- ★ Patriarchal
- ★ Abuse
- ★ Helicopter Parents

What other key concepts, knowledge and skills will you learn in this topic?

- ★ 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 on families
- ★ Describe the key ideas of Delphy and Leonard

Assessment:

How and when will you be assessed on this topic?

- ★ You will have regular knowledge checks and end of unit assessment.

What will the success criteria be?

- ★ Success will be a critical understanding of the dark side of the family.

What is the structure of learning/lessons in this topic?

- Lesson 1** - Overview of the criticisms of the family.
- Lesson 2** - How is power distributed in the family?
- Lesson 3** -Divorce
- Lesson 4** - Divorce Statistics
- Lesson 5** - Theories of divorce
- Lesson 6** - Conventional families
- Lesson 7** Marriages in a global context



What BIG IDEAS will you cover in this topic?

- ★ 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.

What prior knowledge will you use from your prior learning?

- ★ Apply your knowledge of the New Right, Marxism, Feminism, Interactionism and functionalism.
- ★ Draw on your key theories and terminology from earlier units. For example, when discussing class, refer to Marxism.

What other key concepts, knowledge and skills will you learn in this topic?

- ★ 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)
- ★ Describe the key ideas of Durkheim on education
- ★ Describe the key ideas of Parsons on education.

What important prior knowledge will you use from your prior learning?

- ★ Reference to the key theories of the New Right, Marxism, Feminism and Interactionism.

Where does this topic fit into the curriculum plan for this subject?

- ★ This is the first topic in the Education unit. This is the second section in Paper One.

Assessment:

How and when will you be assessed on this topic?

- ★ You will be assessed through key terms checks at the start of the lesson and regular questions after each sub-topic. At the end of this topic you will answer the following 12 mark question:

Q. Discuss how far sociologists agree that the main function of education is to serve the needs of the economy. (12 marks)

What will the success criteria be?

- ★ Success will be a good understanding of Durkheim and Parsons.
- ★ Linking theories to a real-life context.

What is the key vocabulary that you will need to know in this topic?

- ★ Socialisation
- ★ Role Allocation
- ★ Social Solidarity
- ★ Value Consensus
- ★ Particularistic
- ★ Universalistic

What is the structure of learning/lessons in this topic?

- Different Types of Schools - Home Learning
- Lesson 1** - Roles and Functions of the the Education System
- Lesson 2** - Durkheim's Theory
- Lesson 3** - Parsons Theory
- Lesson 4** - Davis & Moore's Theory
- Lesson 5** - Assessment



4.2 The relationship between Education and Capitalism

What BIG IDEAS will you cover in this topic?

- ★ Different views of the correspondence principle on the relationship between education and capitalism as developed from a Marxist perspective by Bowles and Gintis.

What prior knowledge will you use from your prior learning?

- ★ Apply your knowledge of the New Right, Marxism, Feminism, Interactionism and functionalism.
- ★ Draw on your key theories and terminology from earlier units. For example, when discussing class, refer to Marxism.

What other key concepts, knowledge and skills will you learn in this topic?

- ★ 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.
- ★ Describe and compare the feminist view of Education

What important prior knowledge will you use from your prior learning?

- ★ Reference to the key theories of the New Right, Marxism, Feminism and Interactionism.

Where does this topic fit into the curriculum plan for this subject?

- ★ This is the second topic in the Education unit. This is the second section in Paper One.

Assessment:

How and when will you be assessed on this topic?

- ★ You will be assessed through key terms checks at the start of the lesson and regular questions after each sub-topic. At the end of this topic you will answer the following 12 mark question:

Q. Discuss how far sociologists agree that the main function of education is to serve the needs of the economy. (12 marks)

What will the success criteria be?

- ★ Success will be a good understanding of Durkheim and Parsons.
- ★ Linking theories to a real-life context.

What is the key vocabulary that you will need to know in this topic?

- ★ Socialisation
- ★ Role Allocation
- ★ Social Solidarity
- ★ Value Consensus
- ★ Particularistic
- ★ Universalistic
- ★ The Correspondence Principle

What is the structure of learning/lessons in this topic?

- Different Types of Schools - Home Learning
- Lesson 1** - Marxist view on education - The Correspondence Principle
- Lesson 2** - Criticisms of The Correspondence Principle
- Lesson 3** - Planning of 12 mark question
- Lesson 4** - Assessment
- Lesson 5** - Feminist view on Education



What BIG IDEAS will you cover in this topic?

- ★ Significant changes to the Education System in the UK.

What prior knowledge will you use from your prior learning?

- ★ Apply your knowledge of the New Right, Marxism, Feminism, Interactionism and functionalism.
- ★ Draw on your key theories and terminology from earlier units. For example, when discussing class, refer to Marxism.

What other key concepts, knowledge and skills will you learn in this topic?

- ★ Identify major changes in the education System
- ★ Explain the advantages and disadvantages of these changes.
- ★ Analyse the impact of them.

What important prior knowledge will you use from your prior learning?

- ★ Reference to the key theories of the New Right, Marxism, Feminism and Interactionism.

Where does this topic fit into the curriculum plan for this subject?

- ★ This is the third topic in the Education unit. This is the second section in Paper One.

Assessment:

How and when will you be assessed on this topic?

- ★ You will be assessed through key terms checks at the start of the lesson and regular questions after each sub-topic.
- ★ 3 and 4 mark questions e.g. Identify and explain one advantage of the Tripartite System. (4) Identify and describe one educational reform from the last 25 years aimed at reducing inequality in education.(3 marks)
- ★ Success will be a good understanding of Durkheim and Parsons and Bowles and Gintis
- ★ Linking theories to a real-life context.

What is the key vocabulary that you will need to know in this topic?

- ★ Socialisation
- ★ Role Allocation
- ★ Particularistic
- ★ Universalistic
- ★ SHOP
- ★ SAFE
- ★ Marketisation
- ★ Tripartite System

What is the structure of learning/lessons in this topic?

- Lesson 1 - The 1944 Butler act and The 1965 Comprehensive System
- Lesson 2 - The 1988 Education Act and Marketisation
- Lesson 3 - Ball, Bowe, and Gerwitz
- Lesson 4 - How else has marketisation affected education?
- Lesson 5 - How Did New Labour Develop Educational Policy After 1997?



What BIG IDEAS will you cover in this topic?

- ★ The factors that impact educational achievement like processes within schools and social class
- ★ The research of Halsey, Heath and Ridge into social class inequality
- ★ The research of interactionist sociologist Stephen Ball into banding and teacher expectations
- ★ The research of Marxist sociologist Paul Willis into conflict in education and the creation of counter school cultures

What prior knowledge will you use from your prior learning?

- ★ Apply your knowledge of Marxism, Feminism, Interactionism and Functionalism.
- ★ Draw on your key theories and terminology from this unit and earlier units. For example, when discussing class, refer to Marxism.

What other key concepts, knowledge and skills will you learn in this topic?

- ★ 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.
- ★ 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.

What important prior knowledge will you use from your prior learning?

- ★ Reference to the key theories of Marxism, Feminism, Interactionism and Functionalism

Where does this topic fit into the curriculum plan for this subject?

- ★ This is the final topic in the Education unit. This is the second section in Paper One.

Assessment:

How and when will you be assessed on this topic?

- ★ You will be assessed through key terms checks at the start of the lesson and regular questions after each sub-topic. You will answer the following 12 mark questions:
Q. Discuss how far sociologists would agree that educational attainment is significantly affected by the groups they are taught in.

What will the success criteria be?

- ★ Success will be a good understanding of Halsey, Balls and Willis
- ★ Linking theories to a real-life context.

What is the key vocabulary that you will need to know in this topic?

- ★ Nature v nurture
- ★ Inequalities
- ★ Occupation
- ★ Service class
- ★ Intermediate class
- ★ Working class
- ★ Setting/streaming/banding

What is the structure of learning/lessons in this topic?

- Lesson 1** - How Can Social Class Affect Achievement?
- Lesson 2** - Halsey, Heath and Ridge's theory
- Lesson 3** - How Can Parental Attitudes Affect Achievement?
- Lesson 4** - How might the school affect achievement?
- Lesson 5** - How does Willis view the counter school culture?
- Lesson 6** - 12 Mark Planning and Assessment



What BIG IDEAS will you cover in this topic?

- ★ 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.

What prior knowledge will you use from your prior learning?

- ★ Apply your knowledge of the New Right, Marxism, Feminism, Interactionism and functionalism.
- ★ Draw on your key theories and terminology from earlier units. For example, when discussing class, refer to Marxism.

What other key concepts, knowledge and skills will you learn in this topic?

- ★ 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.

What important prior knowledge will you use from your prior learning?

- ★ Reference to the key theories of the New Right, Marxism, Feminism and Interactionism.

Where does this topic fit into the curriculum plan for this subject?

- ★ This is the first topic in the Crime and Deviance unit. The unit is assessed in paper 2..

Assessment:

How and when will you be assessed on this topic?

- ★ You will be assessed through key terms checks at the start of the lesson and regular questions after each sub-topic.

What will the success criteria be?

- ★ Success will be a good understanding of Merton and Becker's theory.
- ★ Linking theories to a real-life context.

What is the key vocabulary that you will need to know in this topic?

- ★ Strain theory
- ★ Social order
- ★ Social control
- ★ Labelling
- ★ Safety valve
- ★ Anomie

What is the structure of learning/lessons in this topic?

- Lesson 1 - What is meant by deviance?
- Lesson 2 - Functionalism and crime.
- Lesson 3 - Merton's view on crime.
- Lesson 4 - Interactionism and crime.
- Lesson 5 - Becker's labelling theory.
- Lesson 6 - Damaging effects of labelling.
- Lesson 7 - Assessment



What BIG IDEAS will you cover in this topic?

- ★ Formal and informal methods of social control.
- ★ The work of Heidensohn on female conformity in male dominated patriarchal societies.

What prior knowledge will you use from your prior learning?

- ★ Apply your knowledge of the New Right, Marxism, Feminism, Interactionism and functionalism.
- ★ Draw on your key theories and terminology from earlier units. For example, when discussing class, refer to Marxism.

What other key concepts, knowledge and skills will you learn in this topic?

- ★ 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.

What important prior knowledge will you use from your prior learning?

- ★ Reference to the key theories of the New Right, Marxism, Feminism and Interactionism.

Where does this topic fit into the curriculum plan for this subject?

- ★ This is the second topic in the Crime and Deviance unit. The unit is assessed in paper 2..

Assessment:

How and when will you be assessed on this topic?

- ★ You will be assessed through key terms checks at the start of the lesson and regular questions after each sub-topic.

What will the success criteria be?

- ★ Success will be a good understanding of Heidensohn's theory.
- ★ Linking theories to a real-life context.

What is the key vocabulary that you will need to know in this topic?

- ★ Bedroom culture
- ★ Control theory
- ★ Formal social control
- ★ Informal social control
- ★ Agency of social control
- ★ Female conformity
- ★ Deviance
- ★ Patriarchy/patriarchal
- ★ Glass ceiling

What is the structure of learning/lessons in this topic?

Lesson 1 - Feminist Perspective on Crime
Lesson 2 - Heidensohn's Perspective on Crime
Lesson 3 - Female Deviance
Lesson 4 - Gender and Crime (Pat Carlen)



What BIG IDEAS will you cover in this topic?

- ★ Formal and informal methods of social control.
- ★ The work of Heidensohn on female conformity in male dominated patriarchal societies.

What prior knowledge will you use from your prior learning?

- ★ Apply your knowledge of the New Right, Marxism, Feminism, Interactionism and functionalism.
- ★ Draw on your key theories and terminology from earlier units. For example, when discussing class, refer to Marxism.

What other key concepts, knowledge and skills will you learn in this topic?

- ★ 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)

What important prior knowledge will you use from your prior learning?

- ★ Reference to the key theories of the New Right, Marxism, Feminism and Interactionism.

Where does this topic fit into the curriculum plan for this subject?

- ★ This is the third topic in the Crime and Deviance unit. The unit is assessed in paper 2..

Assessment:

How and when will you be assessed on this topic?

- ★ You will be assessed through key terms checks at the start of the lesson and regular questions after each sub-topic.

What will the success criteria be?

- ★ Success will be a good understanding of Carlen and Cohen's theory.
- ★ Linking theories to a real-life context.

What is the key vocabulary that you will need to know in this topic?

- ★ Bedroom culture
- ★ Control theory
- ★ Formal social control
- ★ Informal social control
- ★ Agency of social control
- ★ Female conformity
- ★ Deviance
- ★ Patriarchy/patriarchal
- ★ Glass ceiling

What is the structure of learning/lessons in this topic?

Lesson 1 - Carlen on Crime
Lesson 2 - Cohen on Crime
Lesson 3 - Factors affecting criminal behaviour



What **BIG IDEAS** will you cover in this topic?

- ★ 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'.

What **prior knowledge** will you use from your prior learning?

- ★ Apply your knowledge of the New Right, Marxism, Feminism, Interactionism and functionalism.
- ★ Draw on your key theories and terminology from earlier units. For example, when discussing class, refer to Marxism.

What important **prior knowledge** will you use from your prior learning?

- ★ Reference to the key theories of the New Right, Marxism, Feminism and Interactionism.

Where does this topic fit into the **curriculum plan** for this subject?

- ★ This is the fourth topic in the Crime and Deviance unit. The unit is assessed in paper 2..

What other **key concepts, knowledge and skills** will you learn in this topic?

- ★ 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).

Assessment:

How and when will you be assessed on this topic?

- ★ You will be assessed through key terms checks at the start of the lesson and regular questions after each sub-topic.

What will the success criteria be?

- ★ Success will be a good understanding of how crime is recorded and the impact it can have different social groups
- ★ Linking theories to a real-life context.

What is the key **vocabulary** that you will need to know in this topic?

- ★ Control theory
- ★ Formal social control
- ★ Informal social control
- ★ Agency of social control
- ★ Female conformity
- ★ Deviance
- ★ Dark figure of crime
- ★ Statistical data
- ★ Official crime statistics

What is the structure of learning/lessons in this topic?

- Lesson 1** - Official Crime statistics
- Lesson 2** - Perspectives on Statistics
- Lesson 3** - Data on crime - victim surveys and self-report studies.



What BIG IDEAS will you cover in this topic?

- Different views of the functionalist theory of social stratification.
- The work of Davis and Moore on social stratification from a functionalist perspective.

What prior knowledge will you use from your prior learning?

- Functionalist theory.
- Role allocation
- Alternative perspectives on functionalist theory - Marxist and feminist

Where does this topic fit into the curriculum plan for this subject?

This is the first topic for the social stratification unit.
The social stratification unit is Section B of Paper Two.

What is the key vocabulary that you will need to know in this topic?

- | | |
|-------------------|-------------------|
| • Achieved status | Aristocracy |
| • Ascribed status | Chattel slavery |
| • Class | Closed society |
| • Elite | Estate |
| • Gentry | Hierarchy |
| • Meritocracy | Monarchy |
| • Modern slavery | Nepotism |
| • Open society | Social inequality |

What other key concepts, knowledge and skills will you learn in this topic?

- 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
- Describe, compare and contrast alternative perspectives on functionalist theory (feminist and Marxist).

How and when will you be assessed on this topic?

You will be assessed at the end of this topic, in your mock exam in February and as part of your GCSE exam on the 20th May 2025

How will I know if I am doing well in this topic prior to the assessment?

Answering questions correctly at the start of every lesson during the in and on tasks where we will revisit the key terms and complete practice questions.

Answering questions when questioned during the lesson.

What will the success criteria for the assessment be?

Achieving at least seven marks out of twelve in the essay style question at the end of this topic.

What is the structure of learning/lessons in this topic?

Lesson 1 - What is social stratification including the different types of social stratification?

Lesson 2 - Functionalist view on stratification.

Lesson 3 - Re-visit Davis and Moore

Lesson 4 - Marxist/Feminist views of functionalist perspective



What BIG IDEAS will you cover in this topic?

- Different views of socio-economic class.
 - This includes functionalist, marxist and feminist views.
- The work of Marx and Weber on socio-economic class.

What prior knowledge will you use from your prior learning?

- Apply your knowledge of Marxism.
- The differences between the bourgeoisie and the proletariat.
- The functionalist view on class.

What is the key vocabulary that you will need to know in this topic?

- Bourgeoisie
- Proletariat
- Means of production
- Economic inequality
- Egalitarian
- Class conflict
- Alienation
- Market situation
- Protestant work ethic

How and when will you be assessed on this topic?

You will be assessed at the end of this topic, in your mock exam in February and as part of your GCSE exam on the 20th May 2025.

How will I know if I am doing well in this topic prior to the assessment?

Answering questions correctly at the start of every lesson during the in and on tasks where we will revisit the key terms and complete practice questions.

Answering questions when questioned during the lesson.

What will the success criteria for the assessment be?

Achieving at least seven marks out of twelve in the essay style question at the end of this topic.

Where does this topic fit into the curriculum plan for this subject?

This is the second topic for the social stratification unit.
The social stratification unit is part of Paper Two.

What other key concepts, knowledge and skills will you learn in this topic?

- 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.

What is the structure of learning/lessons in this topic?

Lesson 1

- Definitions of socio-economic class
- Criticisms of socio-economic classifications

Lesson 2

- Karl Marx and Marxism
- Criticisms of Marx

Lesson 3

- Max Weber and the Protestant Work Ethic



What BIG IDEAS will you cover in this topic?

- ★ Different views on factors affecting life chances.
- ★ The work of Devine revisiting the idea of the affluent worker.

What prior knowledge will you use from your prior learning?

- ★ Apply your knowledge of functionalism, Marxism and feminism
- ★ Draw on your key theories and terminology from earlier units. For example, when discussing class, refer to Marxism

What important prior knowledge will you use from your prior learning?

- ★ Reference to the key theories of Marxism, Feminism

Where does this topic fit into the curriculum plan for this subject?

- ★ This is the third topic in the final unit, which is Social Stratification.

What is the key vocabulary that you will need to know in this topic?

- ★ Life chances
- ★ Homophobia
- ★ Disablism
- ★ Deeply elitist
- ★ Ageism
- ★ Glass ceiling
- ★ BAME
- ★ Affluent Worker
- ★ Embourgeoisement

What other key concepts, knowledge and skills will you learn in this topic?

- ★ 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 on the affluent worker.

Assessment:

How and when will you be assessed on this topic?

- ★ You will be assessed through key terms checks at the start of the lesson and regular questions after each sub-topic.

What will the success criteria be?

- ★ Success will be a good understanding of Life Chances and Devine's theory both verbally and written.

What is the structure of learning/lessons in this topic?

Lesson 1 - Life Chances - Introduction to Life Chances.

Lesson 2 - Understanding CAGED RS.

Lesson 3 - Fiona Devine and "The Affluent Worker".

Topic Overview

Sociology

Year 11

6.4 Poverty As A Social Issue



What **BIG IDEAS** will you cover in this topic?

- ★ Different interpretations of poverty as a social issue.
- ★ The work of Townsend on relative deprivation and Murray on the underclass.

What **prior knowledge** will you use from your prior learning?

- ★ Apply your knowledge of the New Right, Marxism, Feminism, Interactionism and functionalism.
- ★ Draw on your key theories and terminology from earlier units. For example, when discussing class, refer to Marxism.

What important **prior knowledge** will you use from your prior learning?

- ★ Reference to the key theories of the New Right, Marxism, Feminism and Interactionism.

Where does this topic fit into the **curriculum plan** for this subject?

- ★ This is the fourth topic in the final unit, which is Social Stratification.

What is the key **vocabulary** that you will need to know in this topic?

- ★ Absolute poverty
- ★ Relative poverty
- ★ Poverty trap
- ★ Poverty line
- ★ Cycle of deprivation
- ★ Relative deprivation
- ★ Culture of poverty

What other **key concepts, knowledge and skills** will you learn in this topic?

- ★ 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.

Assessment:

How and when will you be assessed on this topic?

- ★ You will be assessed through key terms checks at the start of the lesson and regular questions after each sub-topic.

What will the success criteria be?

- ★ Success will be a good understanding of poverty and your use of Townsend and Murray's theory.

What is the structure of learning/lessons in this topic?

- Lesson 1** - Different interpretations of poverty as a social issue.
- Lesson 2** - The work of Townsend on relative deprivation and Murray on the underclass.
- Lesson 3** - Evaluate a variety of sociological perspectives
- Lesson 4** - The impact of globalisation
- Lesson 5** - How governments have tried to alleviate poverty - the welfare state



What BIG IDEAS will you cover in this topic?

- ★ Different forms of power and authority.
- ★ The work of Weber on power and authority.
- ★ Describe and explain different views on factors affecting power relationships.
- ★ The work of Walby on patriarchy.

What prior knowledge will you use from your prior learning?

- ★ Apply your knowledge of the New Right, Marxism, Feminism, Interactionism and functionalism.
- ★ Draw on your key theories and terminology from earlier units. For example, when discussing class, refer to Marxism.

What other key concepts, knowledge and skills will you learn in this topic?

- ★ 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](#) 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.

What important prior knowledge will you use from your prior learning?

- ★ Reference to the key theories of the New Right, Marxism, Feminism and Interactionism.

Where does this topic fit into the curriculum plan for this subject?

- ★ This is the FINAL topic in the final unit, which is Social Stratification.

Assessment:

How and when will you be assessed on this topic?

- ★ You will be assessed through key terms checks at the start of the lesson and regular questions after each sub-topic.

What will the success criteria be?

- ★ Success will be a good understanding of power using the theories of Weber and Walby both verbally and written.

What is the key vocabulary that you will need to know in this topic?

- ★ Formal and informal power
- ★ Traditional
- ★ Legal
- ★ Charismatic
- ★ Patriarchy
- ★ FTSE

What is the structure of learning/lessons in this topic?

- Lesson 1 - Weber and power
- Lesson 2 - Political power
- Lesson 3 - Power relationships and perspectives
- Lesson 4 - Power and Patriarchy and Walby's theory
- Lesson 5 - Women in politics and business