

This sheet applies to Mrs Jackson's and Miss Fowler's classes

Specification details: <https://filestore.aqa.org.uk/resources/sociology/specifications/AQA-8192-SP-2017.PDF>

Structure of the course: The GCSE course is assessed on a 9-1 scale. Students will take 2 exams; each exam will be 1h 45m.

Paper 1- The Sociology of Families & Education (and methods in context)

Paper 2 – The Sociology of Crime & Deviance and Social Stratification (and methods in context)

What you have covered in year 10

In year 10, students started by looking at 'What is Sociology' to gain an understanding of the basic principles of the course, and be introduced to the sociologists we will study. These principles would then help students to explore the key topic areas

- The sociology of families: students will explore the different/various family functions, different family forms and conjugal role relationships. This will then develop to an explorations of the changing relationships within families, sociological criticisms of the family (focussing on sociological theorists), and divorce.
- The sociology of education: roles and functions of education, the relationship between education and capitalism, Educational achievement, and processes within schools (focussing on sociological theorists).
- Relevant areas of social theory and methodology

What you will be doing in Year 11

In Year 11, students study:

- The sociology of crime and deviance: students will explore the social construction of crime and deviance, social control, types of criminal and deviant behaviour and analyse crime-related data.
- The sociology of social stratification: students will explore the functionalist theory of stratification, the socio-economic class structure, life chances and how these influence different people, poverty as a social issue, power and authority and power relationships.
- Relevant areas of social theory and methodology

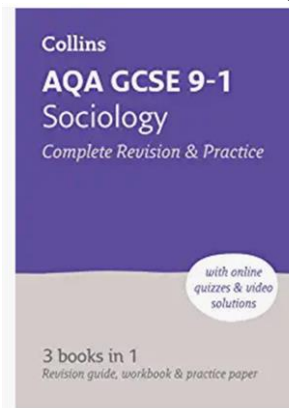
Home study plan

Home study will be set every week by the teacher and will be at least 1 hour long. It will reflect work that has been set in class: extra reading, research, exam questions and revision for example.

Useful websites and books to help with revision and homework

Revision guides:

GCSE AQA GCSE Sociology 9-1. Collins.



Websites:

The AQA course website, with the specification outline and specimen papers:

<http://www.aqa.org.uk/subjects/sociology/gcse/sociology-8192/assessment-resources>

Key points about the GCSE

This GCSE is focused around discussion and an awareness of the wider world in which we live. We will discuss current affairs and real life events in order to gain greater understanding of sociological theory. It would be advisable to watch – and read – the news regularly.

Other Important information:

- Final exam dates: TBC from AQA
- This course is 100% exam.
- GCSE Sociology mock will take place in November 2022.

We recommend you revise sociology: use the list of topics to help you organise your revision. When you have revision resources developed or a good revision guide tick the first box (revision notes). Then each time you read, skim or write out a topic, tick the box called revision. Once you have 4-5 ticks you may well feel like trying an exam question on these topics. Good luck!

Topic, Unit 1 Families	Revision notes	Revision	Exam Q
What is a family?			
The function of a family. Differing views: Parsons perspective on primary socialisation and stabilisation of adult personalities <ul style="list-style-type: none"> - Sexual - Reproductive - Economic - Educational 			
Describe, compare and contrast perspectives on functions of the family: functionalist/Feminist/Marxist			
Different family forms What types of family exist How families differ in global context vs UK Work of Rapoport			
Conjugal role relationships Different types Feminist perspective (Ann Oakley)			
Changing relationships within families <ul style="list-style-type: none"> - Symmetrical family - Principle of stratified diffusion 			
Criticisms of families <ul style="list-style-type: none"> - Zaretsky - Delphy & Leonard 			
Divorce – and changes over time (why)			
Sociological perspectives on families - theorists			

Topic, Unit 1 Education

Roles and function of education <ul style="list-style-type: none"> - Functionalist/Marxist and Feminist perspectives 			
Relationship between education and capitalism <ul style="list-style-type: none"> - Correspondence principle - Marxist perspective (Bowles and Gintis) 			
Educational achievement <ul style="list-style-type: none"> - Factors affecting educational achievement (class, gender and ethnicity) - Work of Halsey on class-based inequalities - Work of Ball on parental choice and competition between schools 			

Processes within schools <ul style="list-style-type: none"> - Counter school subcultures - Setting - Streaming - Mixed ability teaching - Labelling & self fulfilling prophecy 			
Theory <ul style="list-style-type: none"> - Work of Ball on teacher expectations - Work of Willis on counter school subcultures 			

Topic, Unit 2 Crime and Deviance	Revision notes	Revision	Exam Q
Social construction of crime <ul style="list-style-type: none"> - Work of Merton on causes of crime (functionalist) - Work of Becker on causes of crime (interactionist) 			
Feminist/Functionalist/Marxist and Interactionist perspectives on crime			
Social control <ul style="list-style-type: none"> - Formal and information methods - Work of Heidensohn on female conformity in patriarchal society 			
Feminist/Functionalist/Marxist and Interactionist perspectives on social control			
Criminal and deviant behaviour <ul style="list-style-type: none"> - Factors affecting criminal and deviant behaviour - Work of Cohen on delinquent subcultures - Work of Carlen on women, crime and poverty - Public opinion over sentencing, media coverage, young offenders. 			
Criminal and deviant behaviour <ul style="list-style-type: none"> - Social class - Age - Gender - Ethnicity 			
Feminist/Functionalist/Marxist and Interactionist perspectives on factors affecting criminal and deviant behaviour			
Data on crime <ul style="list-style-type: none"> - Usefulness of main sources of data on crime - Collection of official data - Patterns - Trends - Dark figure of crime 			
Feminist/Functionalist/Marxist perspectives on factors on use of data on crime			

Topic, Unit 2 Social Stratification	Revision notes	Revision	Exam Q
Functionalist theory of stratification Work of Davis & Moore Effect of role allocation and performance linked to rewards			
Describe, compare and contrast alternative perspectives on functionalist theory (Feminist and Marxist)			
Socio-economic class Work of Marx and Weber on Socio-economic class			
Describe, compare and contrast alternative perspectives on socio-economic class (Functionalist, Feminist and Marxist)			
Life Chances <ul style="list-style-type: none"> - Work of Devine revisiting idea of affluent worker - Identify and explain factors affecting life chances: <ul style="list-style-type: none"> • Age • Gender • Race • Social Class • Sexuality • Disability • Religion and beliefs 			
Poverty as a social issue Work of Townsend on relative deprivation Work of Murray on underclass			
Describe, compare and contrast Functionalist/Feminist and Marxist views on poverty			
Impact of globalisation on poverty <ul style="list-style-type: none"> - Ways in which governments have attempted to alleviate poverty 			
Different forms of power and authority Work of Weber on power and authority Describe and explain the different types (traditional/charismatic/regional-legal/formal and informal)			
Power relationships Work of Walby on patriarchy			
Factors affecting power relationships: 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			