

GCSE SOCIOLOGY CURRICULUM MAP - KS4 - EXAM BOARD AQA

	Term one	Term Two	Term Three	Term Four	Term Five	Term Six
Year 10	Introduction to sociology	Research methods	The family	The family / education	Education	social stratification
	<p>What? Students explore what sociology is and the theories that underpin the sociological approach. They review the concepts of culture, identity and socialisation that underpin the subject of sociology. They explore the social structures, social processes and social issues that occur in our society. They are introduced to key sociological thinkers and theories as well as pieces of research that have impacted the way we view social interactions</p> <p>Why? this provides them with the threshold knowledge required to access the content of the GCSE</p> <p>Words: Sociology / society / expectations / social construct / norms / values / consensus / cohesion/ culture / subculture / cultural diversity / ethnocentric / relative / agents of socialisation / primary / secondary / family / media / education / workplace / religion / peer group / gender / social construct / canalisation / manipulation / identity / social control / role / status / master status / role conflict / multiple roles / ascribed / achieved / stereotypes / informal / formal / conform / sanction / praise / punishment / feral / nature / nurture / consensus / conflict / functionalism / marxism / feminism / value consensus / durkheim / bourgeoisie / proletariat / capitalism / exploitation / radical feminism / inequality / gender / patriarchy / interactionism / labelling / self-fulfilling prophecy</p>	<p>What? Students explore the topic of research methods, they establish how sociologists gather data in order to form their conclusions about society. This includes the methods and approaches they use, the qualitative and quantitative approaches to research and the ethical and practical considerations that researchers must assess prior to carrying out research</p> <p>Why? To fully understand the process and factors of research methods so they are clear on how they apply to the theories studied. Also to be able to assess the quality of research and analyse data represented in a range of formats</p> <p>Words: aims / hypothesis / pilot study / sampling / data / qualitative / quantitative / survey / interview / observation / ethnography / content analysis / mixed methods / triangulation / official statistics / non-official statistics / primary sources / secondary sources / interpret / evaluate / patterns / trends / valid / reliable / generalisable / representative / ethical / practical / confidential / anonymous / stratified sample / random sample / systematic sample / snowball sample</p>	<p>What? Students explore the sociology of the family, considering the different types of families in the UK, Gender identities within the family, the role of the family and the members of the family, sociological theory on the family and key research into the family such as that by the rappoport. In addition to understanding the functions of the family they will also consider the dark side of the family and explore the global ideas and alternatives to the family</p> <p>Why? In order to understand the impact that family type can have on the socialisation of a person, understand how culture can influence family type, understand how our identities can be shaped by familial expectations and understand how theorists view the family</p> <p>Words: Arranged marriage / Bigamy / Blended (or reconstituted) family / Canalization / Census / Child rearing / Childhood / Class deal (in relation to working-class women) / Cohabitation / Commune / Conformity / Conjugal relationships / Conjugal role / Conventional family / Crisis of masculinity / Dependent family members / Divorce / Domestic division of labour / Double shift (women in marriage) / Double standards (as applied to the behaviour of men and women in society) / Dual career family / Dysfunctional families / Economic function (of families) / Economy</p> <p>Empty nest family / Empty shell marriage / Ethnic diversity / Ethnic group / Ethnic minority / Ethnicity / Family diversity / Functionally important roles / Gender / Gender deal (in relation to working class women) / Gender roles / Glass ceiling (in relation to women in employment / Idealisation / Instrumental role (functions of the family) / Integrated conjugal roles / Intergenerational / Isolation (social and family) / Expectations / Expressive role (functions of the family) / Extended family</p>	<p>What? Students will continue to explore the family, looking at contemporary issues and changes in the family including divorce and fertility. Students will then move on to the Sociology of Education, in which they will consider the structure of the education system and how this has changed over time in relation to government policy.</p> <p>Why? In order to understand the impact that family can have on the socialisation of a person, understand how culture can influence family type, understand how our identities can be shaped by familial expectations and understand how theorists view the family. To understand how the education system as we now know it has been formed over time and how policy can impact the experience of students and the system available to them</p> <p>Words - see previous for family key words, see next for Education key words</p>	<p>What? Roles and functions of education, relationship between education and capitalism, understand the factors affecting educational achievement including processes in schools. Students will also apply key theories to their learning around education including Marxism and Functionalism</p> <p>Why? to understand the purpose of education and the role it plays in the development of our identities and in our socialisation as a society.</p> <p>Words: Academy / Achievement (in education) / Anti-school sub-culture / Citizenship / Competition (in a variety of contexts) / Comprehensive school / Compulsory state education / Conformity / Continuity / Correspondence principle / Counter school subculture / Gender roles / Gendered curriculum / Glass ceiling / Hidden curriculum / Higher education / Home tuition / Inclusion (in education) / Income / Informal education / Institutional racism / Intelligence quotient / Labelling / League tables in education / Life chances / Lifestyle / Lone parent family / Social class/socio-economic class / Social cohesion/ Social construct / Social control (formal and informal) / Social convention / Social exclusion / Social inequality / Social mobility / Social network / Social stratification / Socialisation / Socially defined behaviour / Special school / Specialist school / Status / Stereotype / Subculture / Teacher expectations / Technological change / Tripartite system / Universal standards / Urban / Value consensus / Values / Vocationalism in education (work related curriculum) / Welfare state / Working class / World view / Youth culture / Marketization of education / Master status/ Middle class / Mixed ability / Ofsted / Particularistic standards / Public examinations / Racial discrimination / Racism / Rural / sanctions / SATs / Selective schools / self-fulfilling prophecy / setting / streaming /</p>	<p>What? Students will explore what social stratification is, functionalists and Marxist explanations of stratification and the relationship between social strat and class, poverty, life chances and power and authority. They will assess key theories and sociological research into the topic such as that carried out by Charles Murray.</p> <p>Why? to fully understand the background to crime and deviance and other inequalities present in society. To apply theoretical ideas to society as a whole and be able to assess where there are inequalities in society</p> <p>Words: Absolute poverty/Achieved status/ Affluence/Ageism/Aristocracy/Ascribed status/ Assimilation/ Asylum seeker/ Authority / Bourgeoisie/ Bureaucracy/ Bureaucratic authority/ Capitalism/ Capitalist/ Caste/ Censorship/ Charismatic authority/ Class alignment/ Class dealignment/ Class struggle/ Classless society/ Class struggle/ Classless society/ Communism/ Community/ Conformity/ Consensus/ Constituency/ Continuity/ Culture of dependency/ Cycle of deprivation/ Dark figure of crime/ Data protection/ Deferral/ Dictatorship/ Direct action/ Discrimination/ Distribution (of power and of wealth)/ Economy/ Egalitarian/ Elite/ Embourgeoisement/ Emigration/ Employment/ Environmental poverty/ Ethical considerations/ Ethnic diversity/ Ethnic group/ Ethnic minority/ Ethnicity/ Ethnography/ Expectations/ False class consciousness/ Fascism/ Feudalism/ First past the post (electoral system)/ Functionally important roles/ Gatekeeper (mass media)/ Gender/ Gender roles/ Glass ceiling (in relation to women in employment)/ Immigrant/ Immigration/ Income/ Industrial dispute/ Institutional racism/ Interest groups/ Intergenerational/ Isolation (social and family)/ Left and right wing/ Legal rational authority/ Liberal democratic values/ Life chances/ Life expectancy/ Lifestyle/ Lumpenproletariat/ Male domination (of society) Market situation (in relation to Weber on class)/ Mass media/ Means of production/ Means testing/ Member of Parliament/ Meritocracy/ Middle class/ Migration/ Monarchy/</p>
	<p>Assessment opportunities: 3-4 mark questions - identify/describe/explain 12 mark question - evaluate/assess end of topic test - 50 marks range of questions</p>	<p>Assessment opportunities: 4 mark questions - methods in context 2 mark questions - methods analysis End of term test - T1 and 2 content - 50 marks - range of questions</p>	<p>Assessment opportunities: 4 mark questions - key studies 3/4 mark questions - identify/describe/explain 12 mark questions - assessing sociological perspectives</p>	<p>Assessment opportunities: End of topic test - the family - 50 marks - formal paper 4 mark questions - key studies 4 mark questions - methods in context</p>	<p>Assessment opportunities: end of topic test - 50 mark - formal paper 12 mark question of 3-4 mark questions</p>	<p>Assessment opportunities: PPE 1 - full paper 1 12 mark question range of 3-4 mark questions</p>
Year 11	Social stratification	Crime and Deviance	Crime and Deviance	Review and prepare	Review and prepare	
	<p>What? Students will explore what social stratification is, functionalists and Marxist explanations of stratification and the relationship between social strat and class, poverty, life chances and power and authority. They will assess key theories and sociological research into the topic such as that carried out by Charles Murray.</p> <p>Why? to fully understand the background to crime and deviance and other inequalities present in society. To apply theoretical ideas to society as a whole and be able to assess where there are inequalities in society</p> <p>Words: Multiculturalism/ Nation state/ Neo-conservatism/ Neo-liberalism/ New Right/ New social movement/ News value/ Norms/ Oligarchy/ Organised religion/ Patriarchy/ Petty Bourgeoisie/ Pluralism/ Political party/ Political/ socialisation/ Popular press/ Poverty/ Poverty trap/ Power/ Prejudice/ Pressure group/ Prime Minister/ Privatisation (economy)/ Proletarianisation/ Proletariat/ Propaganda/ Proportional representation/ Quality press/ Racial discrimination/ Racism/ Relative deprivation/ Relative income standard of poverty/ Relative poverty/ Role conflict/ Ruling class ideology/ Selective benefits/ Selective use of data/ Sex (gender) discrimination/ Sex (gender) equality/ Sexism/ Slavery/ Social change/changing social attitudes/ Social class/socio-economic class/ Social cohesion/ Social construct/ Social control (formal and informal)/ Social exclusion/ Social inequality/ Social mobility/ Social network/ Social order/ Social security/ Social stratification/ Socialism Society/ State standard of poverty/ Status/ Subjective class/ Subjective poverty/ Surplus wealth/ Technological change/ Trade union/ Traditional authority/ Underclass/ Under-employment/ Unemployment/ Universal benefits/ Upper class/ Value consensus/ Values/ Wage/ Wealth/ Welfare benefits/ Welfare reform/ Welfare scrounger/benefit cheat/ Welfare state/ White collar worker/ Work life balance/ Working class/ World view.</p>	<p>What? Students will understand the social construction of crime, the role of social control in relation to Crime, the difference between criminal and deviant behaviour and how to analyse data on crime</p> <p>Why? So that they can understand the social processes surround crime and deviance, understand the causes and responses to crime and apply these to research and statistics in a critical way</p> <p>Words: Agenda setting (and the media in relation to crime/deviance) / Agent of social control / Alienation / Anomie / Anti-social behaviour / Bias / Census / Chivalry thesis / Community service / Conformity / Consensus / Control theory (in relation to women and crime) / Corporate crime / Crime / Crime rate / Criminal justice system / Criminal subculture / Dark figure of crime / Data / Data analysis / Data protection / Delinquency / Deviance / Deviancy amplification / Deviant career / Discrimination / Economy / Established (state) church / Ethnic diversity / Ethnic group / Ethnic minority / Ethnicity / Ethnography / Expectations / Feminism / Folk devils</p> <p>Functionalism / Fundamentalism / Gender / Gender and criminality / Gender deal (in relation to working-class women) / Gender roles / Identity theft / Indictable offence / Informed consent / Injustice / Institutional racism / Intelligence quotient / Interactionism / Interview / Judiciary /</p>	<p>What? Students will understand the social construction of crime, the role of social control in relation to Crime, the difference between criminal and deviant behaviour and how to analyse data on crime</p> <p>Why? So that they can understand the social processes surround crime and deviance, understand the causes and responses to crime and apply these to research and statistics in a critical way</p> <p>Words: Labelling / Law / Legislation / Legislative process / Legislature / Life chances / Magistrate / Male domination (of society) / Marxism / Mass media / Master status / Media amplification/ Media stereotype / Miscarriage of justice / Moral panic / News value / Non-indictable offence / Non-participant observation / Official crime statistics / Police caution / Popular press / Poverty (linked to crime) / Prison system / Probation system / Quality press / Racial discrimination / Racism / Recorded crime / Reported crime / Representative data/sample / Right of appeal / Sanctions / Scapegoat / Selective use of data / Self-fulfilling prophecy / Self-report study / Sex (gender) discrimination / Sex (gender) equality / Sexism / Social class/socio-economic class / Social cohesion / Social construct / Social control (formal and informal) / Social convention / Social exclusion / Social order / Social stigma / Social stratification / Socialisation / Socially defined behaviour / Society / Status / Status frustration / Stereotype / Subculture / Surveillance / Technological change / Terrorism / Triangulation (in relation to social research) / Unrepresentative data/sample / Unstructured interview / Unwritten rules / Urban / Value consensus / Values / Victim survey / Welfare scrounger/benefit cheat / White collar crime / World view / Youth crime.</p>	<p>What? Full review and recap of the course in relation to PPE results and in preparation for final round of PPE's</p> <p>Why? In order to fill knowledge gaps and correct misconceptions regarding content and to fully prepare students for their PPE</p>	<p>What? Full review and recap of the course in relation to PPE results and in preparation for the formal external assessment</p> <p>Why? In order to fill knowledge gaps and correct misconceptions regarding content and to fully prepare students for their formal examination</p>	
	<p>Assessment opportunities: 3-4 mark questions - identify/describe/explain 12 mark question - evaluate/assess end of topic test - 50 marks range of questions</p>	<p>Assessment opportunities: 4 mark questions - methods in context 2 mark questions - methods analysis 12 mark evaluation questions</p>	<p>Assessment opportunities: 4 mark questions - key studies 3/4 mark questions - identify/describe/explain 12 mark questions end of topic test</p>	<p>Assessment opportunities: PPE 3 - 2 FULL PAPERS - FAMILY, EDUCATION, SOCIAL STRAT, CRIME AND DEVIANCE (START OF TERM 4)</p>	<p>Assessment opportunities: Personalised questions linked to final review and preparation ahead of formal external exam in May</p>	