

# Sociology: Learning Plan 2020-2022

Specification: AQA Sociology    Teacher A: Miss Toni Larby    Teacher B: Mr Hayden Smith / Mr Mike Griffiths

Year 12										
Term	Teacher A				Teacher B					
	Exam Focus	Classroom Learning	Independent Learning	Homework	Learning objectives	Exam Focus	Classroom Learning	Independent Learning	Homework	Learning objectives
1	<b>Paper 1: Education with Theory and Methods</b>	<b>Introduction to Sociology</b> <ul style="list-style-type: none"> <li>• Key themes throughout the course – social issues, culture and socialisation.</li> <li>• Assessment objectives</li> <li>• Marking style</li> <li>• PEEL paragraphs.</li> </ul>	<ul style="list-style-type: none"> <li>• Order textbooks if necessary.</li> <li>• Organise folders</li> <li>• Create a graphic organiser for the following ideas: culture, differentiation and stratification, identity, consensus theories vs. conflict theories, interactionism and post-modernism.</li> </ul>		<ul style="list-style-type: none"> <li>• <b>Identify and understand what functionalism is.</b></li> <li>• <b>Outline the key concepts associated with functionalism.</b></li> <li>• <b>Evaluate the impact of functionalism.</b></li> <li>• <b>Identify and understand what Marxism is.</b></li> <li>• <b>Consider the key concepts associated with Marxism.</b></li> <li>• <b>Evaluate the impact of Marxism.</b></li> <li>• <b>Review and re-cap Marxism.</b></li> <li>• <b>Identify and understand what feminism is.</b></li> <li>• <b>Examine key concepts associated with feminism.</b></li> <li>• <b>Review consensus versus conflict debate.</b></li> <li>• <b>Evaluate the structure versus action debate.</b></li> <li>• <b>Outline the key components of social action theory.</b></li> </ul>	<b>Paper 1: Education with Theory and Methods</b>	<b>Theory (Year 12 and Year 13 content – comes up throughout the course best to embed straight away)</b> <ul style="list-style-type: none"> <li>• Functionalism</li> <li>• Functionalism and criticisms</li> <li>• Essay planning and new right</li> <li>• Marxism</li> <li>• Marxism AO3</li> <li>• Feminism</li> <li>• Feminism AO3</li> <li>• Post-modernism</li> <li>• Post-modernism AO3</li> <li>• Interactionism</li> <li>• Interactionism AO3</li> <li>• Is sociology a science</li> <li>• Value freedom</li> <li>• Social policy</li> <li>• Essay plan lesson</li> <li>• Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Search the guardian for references to feminism. Choose any three articles you think might be relevant and interesting. Summarise the articles, analyse what they tell you about gender inequality and discuss whether they seem to offer evidence for or against any particular feminist perspective.</li> <li>• Do you agree or disagree with each of the following statements:                             <ul style="list-style-type: none"> <li>- Science solves more problems than it creates</li> <li>- Oasis is just pop while Mozart is serious music</li> <li>- Advertising is not art but Leonardo Da Vinci's work certainly is</li> <li>- In the future, things will get better and better</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Functionalism item qu (20)</li> <li>• Feminism item qu (20)</li> </ul>	<ul style="list-style-type: none"> <li>• Review structure versus action.</li> <li>• Examine key functionalist concepts.</li> <li>• Outline work of Parsons, Durkheim, Merton.</li> <li>• Review Functionalism.</li> <li>• Examine key Marxist concepts.</li> <li>• Outline work of Marx, Gramsci and Althusser.</li> <li>• Review Marxism.</li> <li>• Identify four types of feminism.</li> <li>• Examine key concepts of feminism.</li> <li>• Review structure versus action.</li> <li>• Identify key concepts associated with action perspectives.</li> <li>• Explore work of Mead, Blumer, Labelling theory and Goffman.</li> <li>• Review action theories.</li> <li>• Develop understanding of Phenomenology and Ethnomethodology.</li> <li>• Examine Giddens and structuration theory.</li> <li>• Know the main features of positivism.</li> <li>• Understand the main features of interpretivism.</li> <li>• Identify how theory guides social research.</li> </ul>

**Paper 2:  
Topics in  
Sociology**

**Sociological research methods**

- Intro to research methods
- Issues in research and choice of research area.
- Practical, ethical and theoretical factors in research methods.
- Research in educational context
- Surveys
- Case studies
- Experiments
- Comparative research
- Experimental research in context of education
- Types of qualitative research – observations
- Ethnographic research
- Qualitative interviewing
- Focus groups
- Observation and participant observation in education
- Questionnaires
- Interviews
- Questionnaires in context
- Interviews in context
- Why it's used

- Produce key term glossary for the introductory topics.
- Create a poster for PERVERT
- Create flash cards for each method studied so far with evaluation points.
- Research online famous sociological examples of research using these methods.
- Create flash cards for each method studied so far with evaluation points.
- Research online famous sociological examples of research using these methods.

- **Questionnaires in research (10)**
- **Official stats (10)**

- **Develop an understanding of social research.**
- **Identify how data is collected.**
- **Discuss practical, ethical and theoretical issues that affect method choice.**
- **Understand the research process.**
- **Identify different research methods.**
- **Review practical, ethical and theoretical issues that affect method choice.**
- **Examine quantitative data and positivism.**
- **Explore qualitative data and interpretivism.**
- **Compare and contrast the two perspectives.**
- **List the key sampling methods.**
- **Categorise the different types of questionnaires.**
- **Summarise the strengths and limitations of questionnaires.**
- **Explore the main types of observations.**
- **Assess how observations are used in social research.**
- **Identify the strengths and limitations of observations.**
- **Categorise the main types of interviews.**

- Your background largely shapes the sort of person you become.
- Work is more important than shopping.
- Social class is still important in Britain today.
- It is possible to produce the perfect society.
- It is dangerous to follow any political or religious ideology too seriously
  - Consider each question in turn and explain why agreeing with it is more indicative of attitudes thought to be typical of modernity, and disagreeing is more typical of postmodernity.

- Identify what values are and how they influence the research process.
- Explore how funding impacts research.
- Develop an understanding of positivism, Weber and committed sociology.
- Identify what science is and the similarities between science and sociology.
- Examine the work of Popper.
- Understand the work of Kuhn.
- Examine the impact of sociology on social policy.
- Develop an understanding of theoretical views on social policy.
- Understand key policies affecting the family, education and criminal justice system.
- Develop an understanding of modern theories and how they view society.
- Explore the key foundations of globalisation.
- Identify how globalisation has changed society.
- Examine societal change.
- Develop an understanding of a postmodern society.
- Evaluate whether we are in fact in a postmodern world or in late modernity.
- Identify key topics associated with theory.
- Develop an understanding of the

- Problems and limitations
- Types
- Secondary sources in context of education
- Assessment of all
- research methods

- Explore how these are used within sociology.
- Discover the strengths and limitations of interviews.
- Identify the different types of statistics.
- Explore the strengths and limitations of statistics.
- Review the practical, ethical and theoretical issues associated with statistics.
- Establish the different types of documents that exist.
- Recognise how to carry out content analysis.
- Consider the strengths and weaknesses of documents.
- Review the different types of experiments that exist.
- Assess the strengths and limitations of experiments.
- Summarise the practical, ethical and theoretical issues associated with experiments.
- State the practical, ethical and theoretical issues associated with each method.
- Prioritise key exam skills needed.

#### Education

- Functionalism
- New right
- Marxism
- Post-Modernism
- Mini assess
- Education
- Class difference internal
- Class difference external
- Ethnicity
- Gender
- Mini assess
- Hidden curriculum
- Teacher/pupil relationships
- Pupil identities and subcultures
- Organisation of teaching and learning.
- Mini assess
- 1945-1965
- 1965-1979
- 1979-1997
- 1997-2015
- Privatisation of education
- Education
- New labour: social

- Research the 2003 government programme 'Aiming High' was it successful?
- Read the article 'institutional racism and history teaching' <https://www.theguardian.com/education/2014/mar/22/black-graduate-history-teachers-institutional-racism>
- Analyse what effect this might have on the curriculum
- Analyse the effect this might have on different ethnic groups in the education system
- Examine which factor make it more difficult for working-class parents to get their children

- Feminism item qu (20)
- Ed achievement in class (30)
- Social class (20)
- Minority and achievement (10)
- Education policies (10)

- requirements of the theory section in A-level Paper 1 (7192/1).
- Evaluate key perspectives.
- Review exam technique.
- Establish a timeline of UK educational policy.
- Develop an understanding of the key educational policies.
- State the meaning of marketisation.
- Explain what is meant by parentocracy.
- Consider key policies that encourage marketisation.
- Review Education Reform Act.
- Discuss New Labour policies.
- Evaluate the key policies that seek to reduce diversity.
- Review policies that relate to gender and ethnicity.
- Develop an understanding of recent government initiatives - free schools, academies, curriculum 2015.
- Review key policies and develop exam technique.
- Review privatisation policies.
- Develop an understanding of how globalisation affects education.
- Assess the impact and significance of key education policies.
- Review all knowledge.
- Identify key concepts associated with policy.
- Develop exam technique.

**Family**

- 1.1 Domestic Division Of Labour
- 1.2 Are Couples Becoming More Equal
- 1.3 Resources And Decision Making
- 1.4 Domestic violence
- 2.1 Social construct
- 2.2 Future of childhood
- 2.3 Position of children
- 3.1 Functionalist
- 3.2 Marxist
- 3.3 Feminist
- 3.4 Personal life
- 4.1 Births
- 4.2 Deaths
- 4.3 Ageing population
- 4.4 Migration
- 4.5 Globalisation

- Create a glossary for the key terms
- Answer the check your understanding questions in the textbook for each section.
- Mind map a double page spread of the textbook.
- Plan out responses to potential 10 and 20 mark qu using VLE resources.
- Summarise the main issues and concerns of feminist organisations with regard to the family by consulting websites like [www.thefword.org.uk](http://www.thefword.org.uk) and [www.fawcettsociety.org.uk](http://www.fawcettsociety.org.uk)
- Design a research tool that allows you to gather quantitative and qualitative information about your classmates' relationship with their elderly relatives. Does it support or challenge research previously?

- **Functionalism and fam (10)**
- **Fam and social policy (10)**

- **Develop exam technique.**
- **Understand the different family types that exist.**
- **Establish the key aspects of functionalism.**
- **Identify the work of Murdock.**
- **Identify and evaluate the work of Parsons.**
- **Examine the two functions of the family.**
- **Understand the roles of men and women in the household.**
- **Review how industrialisation has changed the role of the family.**
- **Compare and contrast Parsons and Murdock.**
- **Evaluate both perspectives.**
- **Review functionalism.**
- **Evaluate the functionalist theory.**
- **Develop exam technique.**
- **Examine the New Right.**
- **Discuss the New Right and their views on the family.**
- **Evaluate the New Right.**
- **Understand the Marxist approach to the family.**

- democratic influences
- Coalition policies
- Globalisation and education policy
- Mini assess

- into the highest performing schools.
- Examine why working-class parents usually ended up sending their children to a local school

- Develop an understanding of the skills needed for short answer questions.
- Identify skills needed for a 20 mark 'Applying material from Item B and your knowledge, evaluate' question.
- Identify skills needed for a 30 mark 'Applying material from Item B and your knowledge, evaluate' question.
- State functionalist views on the family.
- Establish Durkheim's views on the role of education.
- Summarise key concepts associated with Durkheim's work – social solidarity and specialist skills.
- Assess the work of Durkheim.
- Examine the views of Parsons and his work on meritocracy.
- Identify the work of Davis and Moore.
- Compare and contrast the work of Durkheim, Parsons and Davis and Moore.
- Criticise functionalism.
- Assess the value of the functionalist approach.
- Review the New Right theory.
- Elaborate on the New Right's views on the education system.
- Develop critique of New Right.
- Describe Marxism and their views.
- Develop an understanding of Marxist views on education.
- Consider the work of Althusser.
- Review Althusser's work on Ideological State Apparatus and Repressive State Apparatus.

				<ul style="list-style-type: none"> <li>• Explore key Marxist concepts in relation to the family.</li> <li>• Assess the Marxist approach.</li> <li>• Identify and explore the work of Engels.</li> <li>• Examine the role of the nuclear family.</li> <li>• Consider the effectiveness of the work of Engels.</li> <li>• Identify and explore the work of Zaretsky and his theory of the family.</li> <li>• Summarise the key ideas of Zaretsky.</li> <li>• Evaluate the work of Zaretsky.</li> <li>• Review Marxism and their perspectives of the family.</li> <li>• Compare and contrast the work of Engels and Zaretsky.</li> <li>• Determine the key features of Marxism.</li> <li>• Understand the feminist approach to the family.</li> <li>• Identify key theorists.</li> <li>• Demonstrate an understanding of the different types of feminism.</li> <li>• Compare and contrast the four types.</li> <li>• Criticise feminism.</li> <li>• Explore gender roles.</li> </ul>						<ul style="list-style-type: none"> <li>• Examine the work of Bowles and Gintis.</li> <li>• Explore the notion of the correspondence principle.</li> <li>• Review the correspondence principle and the hidden curriculum.</li> <li>• Outline the work of Willis.</li> <li>• Develop an understanding of Neo-Marxism.</li> <li>• Review key Marxist theorists.</li> <li>• Explore key criticisms of Marxism.</li> <li>• Develop exam technique.</li> <li>• Review key Marxist theorists.</li> <li>• Identify postmodern views of education.</li> <li>• Develop exam technique.</li> <li>• Examine key trends in relation to class differences in education.</li> <li>• Develop an understanding of external and internal factors.</li> <li>• Determine the key external factors.</li> <li>• State key trends.</li> <li>• Explain how cultural deprivation impacts achievement.</li> <li>• Explore notions of intellectual development, language and attitudes and values.</li> <li>• Discuss the work of Douglas, Bernstein and Sugarman.</li> <li>• Develop an understanding of material deprivation.</li> <li>• Investigate key aspects of material deprivation: housing, diet and health and financial support.</li> </ul>
--	--	--	--	---	--	--	--	--	--	---





					<ul style="list-style-type: none"> <li>• Examine what the dual burden is.</li> <li>• Apply feminist views to the debate do women suffer from a dual burden.</li> <li>• Outline the impact of paid work on the division of labour.</li> <li>• Review work on the dual burden.</li> <li>• Discuss feminist views on decision making and financial control.</li> <li>• Investigate the reasons why domestic violence occurs.</li> <li>• Identify what social policy is.</li> <li>• Recognise how policy impacts family.</li> <li>• Establish an understanding of key policies.</li> <li>• Discuss what policy is and give examples.</li> <li>• Identify different social policies and sociological perspectives.</li> <li>• Consider the merits of different perspectives.</li> <li>• Review theory and policy.</li> <li>• Examine the bedroom tax and same sex marriage.</li> <li>• Evaluate key policies.</li> <li>• Review key concepts.</li> <li>• Develop exam technique.</li> </ul>							<p>and league tables, teacher attention.</p> <ul style="list-style-type: none"> <li>• Analyse these factors.</li> <li>• Review external versus internal factors.</li> <li>• Examine reasons for differences in subject choice.</li> <li>• Analyse these factors.</li> <li>• Explore differences in gender identity.</li> <li>• Develop exam technique.</li> <li>• List key concepts.</li> <li>• Examine differences in ethnic achievement.</li> <li>• Explore external and internal factors for differences in ethnic achievement.</li> <li>• Analyse key reasons.</li> <li>• Explore notions of cultural deprivation.</li> <li>• Discuss intellectual and linguistic skills, attitudes and values and parental skills.</li> <li>• Explore differences between different ethnic groups.</li> <li>• Identify material deprivation and class as an external factor.</li> <li>• Examine racism as an external factor.</li> <li>• Understand the key internal factors affecting ethnic differences.</li> <li>• Summarise external factors.</li> <li>• Explore key internal factors - labelling and teacher racism, ethnocentric curriculum and institutional racism.</li> <li>• Understand pupil responses and subcultures and selection and segregation as key reasons for ethnic differences.</li> <li>• Develop an understanding of how sociologists research education.</li> <li>• Examine some of the problems that sociologists may</li> </ul>
--	--	--	--	--	--	--	--	--	--	--	--	--

					<ul style="list-style-type: none"> <li>• <b>Demonstrate the key requirements of an assess question.</b></li> </ul>				<ul style="list-style-type: none"> <li>• find carrying out research into education.</li> <li>• Apply methods to context.</li> <li>• Identify issues of access in to educational establishments.</li> <li>• Explore power relationships within school.</li> <li>• Examine legal frameworks and the different settings that exist within schools.</li> <li>• Apply research methods to the classroom.</li> <li>• Explore key issues in researching teachers.</li> <li>• Examine key issues in researching students.</li> <li>• Examine key issues in researching parents.</li> <li>• Develop exam technique.</li> <li>• Review key application skills.</li> </ul>
2	<b>Paper 2: Topics in Sociology</b>	<ul style="list-style-type: none"> <li>• 5.1 Divorce</li> <li>• 5.2 Partnerships</li> <li>• 5.3 Parents and Children</li> <li>• 5.4 Ethnic differences</li> <li>• 5.6 Extended family</li> <li>• 6.1 Modernism</li> <li>• 6.2 Postmodernism</li> <li>• 7.1 Comparative View On The Family</li> <li>• 7.2 Perspectives On Family And Social Policy</li> </ul>	<ul style="list-style-type: none"> <li>• Carry out a mini survey across three different age groups investigating experiences of and attitudes towards marriage, cohabitation, one parent families, step etc. does it show a dominance of one family type?</li> </ul> <p>Design a household task survey and ask couples separately who is mainly responsible for the task and whether they think their partner does enough around the home. Ask parents to keep a diary documenting time spent on childhoos activities.</p>		<ul style="list-style-type: none"> <li>• <b>Identify key trends of divorce.</b></li> <li>• <b>Explain why changes have occurred.</b></li> <li>• <b>Examine key divorce policy.</b></li> <li>• <b>Compare changes in patterns of marriage.</b></li> <li>• <b>Investigate family diversity.</b></li> <li>• <b>Consider diverse family types.</b></li> <li>• <b>Develop exam technique.</b></li> <li>• <b>Compile a list of the requirements for AO1.</b></li> <li>• <b>Summarise the requirements for AO2.</b></li> <li>• <b>Review partnerships.</b></li> <li>• <b>Examine same-sex relationships and</b></li> </ul>			<ul style="list-style-type: none"> <li>•</li> </ul>	



					<p>examine why they have become more commonplace.</p> <ul style="list-style-type: none"> <li>• Assess the reasons why single-person households have increased.</li> <li>• Identify the main changes in child bearing and child rearing.</li> <li>• Prioritise the reasons for changes.</li> <li>• Develop exam technique.</li> <li>• Distinguish what family diversity is.</li> <li>• Summarise modernity.</li> <li>• NC: explore the process of globalisation and assess its impact.</li> <li>• Identify what modern society looks like.</li> <li>• Explore key modern theorists: Parsons and the New Right.</li> <li>• Evaluate modern theories.</li> <li>• Examine Chester's view on the family.</li> <li>• Identify Rapoport's view on the family.</li> <li>• Explore the five types of family diversity.</li> <li>• Understand the postmodern theory of society.</li> <li>• Focus on the process of globalisation.</li> <li>• Analyse the changes to the family in postmodern world.</li> </ul>						
--	--	--	--	--	--	--	--	--	--	--	--

- Understand the postmodern views of the family.
- Explore the work of Giddens, Stacey, Beck and Weeks.
- Relate the key concepts to the key theories.
- Re-cap and review Stacey, Beck, Giddens and Weeks.
- Explore key notions of postmodernity.
- Evaluate postmodern theories.
- Review modern theories.
- Recap postmodern theories.
- Develop exam technique.
- Develop exam technique.
- Examine the key requirements for the examine question.
- Examine the key requirements for the requirements of the assess question.
- Identify key terminology of demography.
- Examine birth rates and death rates over the last 100 years.
- Assess the reasons why they have changed.
- Review reasons for changes birth rates and death rates.
- Explore the effects on the population.

- Understand what an ageing population is.
- NC: identify patterns of emigration and immigration.
- NC: explore reasons for emigration and immigration.
- NC: evaluate the impact on population.
- Identify what social construction means.
- Consider the modern notion of western childhood.
- Establish cross-cultural and historical differences in childhood.
- Review the social construction of childhood.
- Judge whether the position of children has improved.
- Compare the march of progress and conflict view.
- Review the march of progress.
- Summarise the conflict view.
- Validate the key arguments.
- Review the march of progress and conflict view.
- Examine whether childhood is disappearing.
- Explore the notions of toxic children.
- Review and re-cap childhood.

					<ul style="list-style-type: none"> <li>• Examine key concepts.</li> <li>• Develop exam technique.</li> <li>• NC: examine the role that members play in family life.</li> <li>• NC: develop an understanding of the interactionist perspective on family life.</li> <li>• NC: assess how the interactionist perspective used to criticise the social structure perspectives.</li> </ul>				
3		<ul style="list-style-type: none"> <li>• Revision of theory</li> </ul>	•		<p><b>Paper 1: Education with Theory and Methods</b></p>	<p><b>Methods in context</b></p> <ul style="list-style-type: none"> <li>• Students must be able to apply sociological research methods to the study of education. (6 lessons)</li> </ul>	<ul style="list-style-type: none"> <li>• Plan a MIC Question</li> <li>• Write a MIC Question</li> <li>• Plan a MIC Question</li> <li>• Write a MIC Question</li> <li>• Using studies from the Education topic, make a chart which states the research method used by each theorist and the area of education they research. Include strengths and weaknesses of their methodology.</li> </ul>	•	<ul style="list-style-type: none"> <li>• Develop an understanding of how sociologists research education.</li> <li>• Examine some of the problems that sociologists may find carrying out research into education.</li> <li>• Apply methods to context.</li> <li>• Identify issues of access in to educational establishments.</li> <li>• Explore power relationships within school.</li> <li>• Examine legal frameworks and the different settings that exist within schools.</li> <li>• Apply research methods to the classroom.</li> <li>• Explore key issues in researching teachers.</li> <li>• Examine key issues in researching students.</li> <li>• Examine key issues in researching parents.</li> <li>• Develop exam technique.</li> <li>• Review key application skills.</li> </ul>

4	Paper 1 and paper 2	<ul style="list-style-type: none"> <li>Family revision (4 weeks)</li> <li>Sociological research methods revision (2 weeks)</li> </ul>	<ul style="list-style-type: none"> <li>Create a revision resource to help you with evaluation. Ensure it includes ideas of what to critique ideas with.</li> <li>Create your own essay writing guide to help you structure 10 and 20 mark essays.</li> <li>Rewrite past papers from the year to your target level.</li> <li>Rewrite two past homework essays in timed conditions</li> </ul>				Education revision (4 weeks) MIC revision (2 weeks)			
5										
6		<ul style="list-style-type: none"> <li>Mock revision in class (2 weeks)</li> <li>Independent revision/documentaries</li> </ul>					<ul style="list-style-type: none"> <li>Mock revision in class (2 weeks)</li> <li>Independent revision/documentaries</li> </ul>			

		Year 13									
Term	Teacher A			Teacher B							
	Exam Focus	Classroom Learning	Independent Learning	Homework	Learning objectives	Exam Focus	Classroom Learning	Independent Learning	Homework	Learning objectives	

1	<p><b>Paper 3: Crime and Deviance with Theory and Methods</b></p>	<p><b>Research Methods recap</b></p> <ul style="list-style-type: none"> <li>• Intro to research methods</li> <li>• Issues in research and choice of research area.</li> <li>• Practical, ethical and theoretical factors in research methods.</li> <li>• Research in educational context</li> <li>• Surveys</li> <li>• Case studies</li> <li>• Experiments</li> <li>• Comparative research</li> <li>• Experimental research in context of education</li> <li>• Types of qualitative research – observations</li> <li>• Ethnographic research</li> <li>• Qualitative interviewing</li> <li>• Focus groups</li> <li>• Observation and participant observation in education</li> <li>• Questionnaires</li> <li>• Interviews</li> <li>• Questionnaires in context</li> <li>• Interviews in context</li> <li>• Why it's used</li> </ul>	<ul style="list-style-type: none"> <li>• Create a glossary of key terms for research methods.</li> <li>• Outline two practical advantages and disadvantages of each main research method.</li> <li>• Online two ethical or theoretical advantages and disadvantages of each main research method.</li> </ul>			<p><b>Paper 3: Crime and Deviance with Theory and Methods</b></p>	<p><b>Theory (Year 12 and Year 13 content – comes up throughout the course best to embed straight away)</b></p> <ul style="list-style-type: none"> <li>• Functionalism</li> <li>• Functionalism and criticisms</li> <li>• Essay planning and new right</li> <li>• Marxism</li> <li>• Marxism AO3</li> <li>• Feminism</li> <li>• Feminism AO3</li> <li>• Post-modernism</li> <li>• Post-modernism AO3</li> <li>• Interactionism</li> <li>• Interactionism AO3</li> <li>• Is sociology a science</li> <li>• Value freedom</li> <li>• Social policy</li> <li>• Essay plan lesson</li> <li>• Assessment</li> </ul>	<ol style="list-style-type: none"> <li>1) Read textbook entries on Functionalism, Marxism, Social Action Theory, Postmodernism and Feminism</li> <li>2) Create a glossary of key terms for theory</li> </ol> <p>Create a graphic organiser for each of the main theories, adding notes from other sources where possible</p> <ol style="list-style-type: none"> <li>1) Research the shooting of Mark Duggan and the London riots. Link this to strain theory.</li> <li>2) Briefly explain why Matza's idea of 'drift' challenges subculture theories such as Albert Cohen's.</li> <li>3) Outline the difference between the concepts of 'neo-tribes and subcultures'.</li> </ol> <p>Evaluate the strengths and weaknesses of using the idea of the 'gang' to explain crime in Britain today.</p>	3)	4)
---	---	--	--	--	--	---	--	--	----	----



		<ul style="list-style-type: none"> <li>Problems and limitations</li> <li>Types</li> <li>Secondary sources in context of education</li> <li>Assessment of all research method</li> </ul> <p><b>Crime and deviance</b></p> <ul style="list-style-type: none"> <li>Functionalist theories</li> <li>Strain and subcultural theories</li> <li>Labelling theory</li> <li>Marxist theory</li> <li>Critical criminologies</li> <li>Realist theories</li> <li>Assessment</li> </ul>	<p>Create a graphic organiser for labelling theory and crime</p> <ol style="list-style-type: none"> <li>1) Read textbook notes on Marxist and critical criminologies</li> <li>2) Evaluate the view that The New Criminology is superior to traditional Marxism</li> <li>3) Analyse two differences between Marxist criminology and critical criminology more generally</li> <li>4) Identify and briefly outline two recent examples that suggest that the law is applied in a way that favours the ruling class</li> </ol> <p>Create a graphic organiser for Marxist and Critical Criminologies</p> <ol style="list-style-type: none"> <li>1) Create a graphic organiser for realist theories of crime.</li> <li>2) Rewrite past crime homeworks to target grade level.</li> <li>3) Create a graphic organiser for statistics and patterns of crime.</li> <li>4) Evaluate the usefulness of police statistics as a source of</li> </ol>				<p>Beliefs in society</p> <ul style="list-style-type: none"> <li>ideology, science and religion, including both Christian and non-Christian religious traditions</li> <li>the relationship between social change and social stability, and religious beliefs, practices and organisations</li> <li>religious organisations, including cults, sects, denominations, churches and New Age movements, and their relationship to religious and spiritual belief and practice</li> <li>the relationship between different social groups and religious/spiritual organisations and movements, beliefs and practices</li> <li>the significance of religion and religiosity in the contemporary world, including the nature and extent of secularisation in a global context, and globalisation and the spread of religions.</li> </ul>	<ol style="list-style-type: none"> <li>1. Read textbook on each of the parts of the specification.</li> <li>2. Create a glossary of key terms</li> <li>3. Create all of the 'focus on skills' parts for Beliefs</li> <li>4. Create a graphic organiser for each part of the spec</li> </ol>		
--	--	--	---	--	--	--	---	---	--	--

data on the extent of crime.  
Identify and briefly explain three ways in which crime statistics can be seen as socially constructed.

**Crime and Deviance**

- Stats and patterns of crime
- Ethnicity and crime
- Gender and crime
- Social class and crime
- Crime and the media
- Assessment
- Globalisation
- Human rights
- Green crime
- State crime
- Assessment
- Control
- Prevention
- Punishment
- Victims
- CJS
- Assessment

- 1) Read textbook information on ethnicity and crime.
- 2) Create a graphic organiser on ethnicity and crime.
- 3) Research the 'Isis Effect' and evaluate whether the greater fear of crime in minority ethnic groups than in the White population of Britain is justified.
- 4) Outline two criticisms of Gilroy's idea that Black criminality is a myth.
- 5) Analyse two differences between the idea of Lea and Young and those of Hall et al. Evaluate the evidence for racism in the criminal justice system.
- 1) Read textbook chapter on gender and crime.
- 2) Create a graphic organiser for gender and crime.
- 3) Analyse two differences between the liberationist perspective on female crime

**The Media**

- Marxist perspective
- Hegemonic Marxist perspective
- Post-modernist perspective
- Assessment
- Globalisation and culture
- Post-modernist perspective
- Cultural imperialist perspective
- Assessment
- The construction of the news
- News continued and newspapers
- Routines
- Marxist perspective
- Moral panic
- assessment
- Femininity
- Masculinity
- Sexuality
- Disability
- Ethnicity – evidence
- Ethnicity perspectives
- Class – upper and middle
- Chavs – working class
- Age
- Assessment
- Hypodermic syringe
- Active audiences – two self flow, selective filter, u and g
- Active audiences – reception, cultural effects, post-modernist

- 1) Create a glossary of key terms for topic 2 – ownership and control of the mass media.
- 2) Create a glossary of key terms for topic 3 – Globalisation and the Mass media.
- 3) Create a graphical Organiser on the cultural pessimist perspective and the post-modernist perspective.
- 4) Read a textbook entry on the social construction of the news.
- 5) Make notes on the different newspapers and news corporations.
- 6) Create a graphic organiser of the routines involved in news production
- 7) 1) Create a booklet which includes how the media represent: women, men, young, old, working class, middle class, upper class, disabled, homosexuals, heterosexuals.

11)

12)

				<p>and the ideas of Pat Carlen.</p> <p>4) Access the publication Statistics on Women and the Criminal Justice System 2013 (or a later edition) produced by the Ministry for Justice which is available online. Choose any chapter from 3 to 9 and summarise the difference between attitudes toward males and females in the CJS.</p> <p>5) Review social class and crime textbook chapter. Create a graphic organiser for social class and crime.</p> <p>1) Review textbook information on globalisation, human rights, state and green crime</p> <p>2) Create a graphic organiser for globalisation, human rights, state and green crime.</p> <p>3) Identity three types of crime that have grown as a result of globalisation and explain why they are linked to this process.</p>				<ul style="list-style-type: none"> <li>• Assessment</li> </ul>	<p>Include the explanations for these representations. Highlight key theorists and key terms.</p> <p>8) Read a textbook entry on the hypodermic syringe model</p> <p>9) Read a textbook entry on active audience models.</p> <p>10) Create a graphic organiser on the difference models.</p>		
--	--	--	--	---	--	--	--	--	--	--	--

- 4) Identify two weaknesses of Beck's idea of risk society. Explain what is meant by a glocal system
- 1) Review notes on crime and the media.
- 2) Create a graphic organiser on crime and the media.
- 3) Evaluate the view that the media has more influence on ideas about crime than it has on crime itself.
- 4) Explain two effects of the growth of new media on crime.
- 5) Review Control, Prevention and Punishment, victim and the CJS  
Create a graphic organiser on control, prevention and punishment; victims and the CJS
- 1) Create a glossary of key terms for control, prevention and punishment; victims and the CJS
- 2) Attempt two past papers for the crime sections of paper 3.
- 3) Compare your answers to the

mark scheme on  
AQA and  
annotate with  
the examiner's  
report.  
Attempt any  
tough paper 3  
questions.



3

**Health recap**

- Health Intro
- Class
- Gender
- Ethnicity
- Region
- Assessment
- Intro
- Healthcare provision
- Marx and pluralist view
- Inequalities, class and gender
- Inequalities, ethnicity, disability and age
- Assessment
- Intro
- Inequalities in mental health
- Foucault
- Scheff and Szasz
- Goffman
- Rosenhan
- Assessment
- Functionalist view of medicine
- Criticism of medical profession
- Changes in the role of medicine
- CAM medicine
- Weberian perspective
- Globalised health industry 1
- Globalised health industry 2
- Perspectives recap

- 1) Complete a glossary of key terms for topic 5 – The globalised healthcare industry
- 2) Make notes on the role of globalisation in healthcare
- 3) Make a timeline of how healthcare has changed.
- 1) Create flash cards on the different perspectives view on doctors. Rewrite a 20 marker from topic 5 from last year.

**Education recap**

- Class difference internal
- Class difference external
- Ethnicity
- Gender
- Mini assess
- Hidden curriculum
- Teacher/pupil relationships
- Pupil identities and subcultures
- Organisation of teaching and learning.
- Mini assess
- 1945-1965
- 1965-1979
- 1979-1997
- 1997-2015
- Privatisation of education

- 1) Attempt two past papers (education paper only)
  - 2) Mark your past papers against the mark scheme
  - 3) Annotate your work with information from the examiner's report.
- Read through the AS past paper information on the AQA website.
- 1) Review Role and Purpose of Education
  - 2) Write Essay Outlines for Functionalism and Marxism of Education
  - 3) Create a glossary of key terms for role and purpose of education
  - 4) Make notes on the new right and education
  - 5) Make notes on postmodernism and education
  - 6) Make notes on neo Marxist perspectives of education
  - 7)
    - 1) Rewrite a class and achievement essay
    - 2) Read a textbook entry on class and achievement
    - 3) Identify and explain two

4)

5)

									<p>policies designed to reduce inequality in educational achievement</p> <p>4) Rewrite an ethnicity and achievement essay.</p> <p>Read a textbook entry on class and achievement</p>		
4			<p>Methods recap</p> <p>Crime and deviance recap</p>					<p>Theory recap</p> <p>MIC recap</p>	<p>1) Attempt the methods in context essays from each past paper. Compare your answers to the mark</p>	3)	4)

										<p>scheme and annotate with the examiner's report.</p> <p>2) Attempt two additional methods in context papers- one in timed conditions, and one without timed conditions.</p>		
5			Revision					Revision				