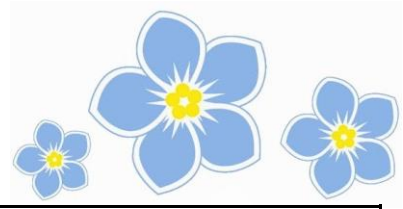
The Belvedere Academy

Sociology – KS5 Curriculum Overview

Year 12	Year 13
Introduction to Sociology ● Key sociological concepts (including socialisation, culture and identity, social differentiation, power and stratification) ● Sociological perspectives (functionalism, Marxism, feminism, action theories and post-modernism) ● The difference between structural and action approaches ● The difference between consensus and conflict approaches **Families and Households** ● Theories of the family (including functionalist, Marxist, feminist, personal life perspective) ● Gender roles, domestic labour and power relationships within the family in contemporary society ● The nature of childhood, and changes in the status of children in the family ● Changing family relationships (including marriage, cohabitation, separation, divorce and childbearing)	**Theory and Methods** ● Sociological perspectives (including functionalism, Marxism, feminism, social action theory, post-modernism) ● Quantitative and qualitative research methods ● Sociology and science ● Objectivity and values in sociology ● Sociology and social policy. **Crime and Deviance** ● Functionalist, strain and subcultural theories of crime ● Interactionism and labelling theories of crime ● Class, power and crime (including explanations of social class differences in crime and crimes of the powerful) ● Realist theories of crime (including right and left realist approaches) ● Gender and crime (including patterns and explanations) ● Ethnicity and crime (including patterns and explanations)



- Demographic trends and family life (including births, deaths, ageing, migration)
- Family diversity in contemporary society (including changes of time and explanations for the changes)
- Family and social policy (including laws relating to the family and perspectives on the role of the state and social policy)

Education

- Sociological perspectives on the role and function of the education system (including functionalist, Marxist and neo-liberal views)
- Social class and education (patterns of achievement and explanations)
- Gender and education (patterns of achievement and explanations)
- Ethnicity and education (patterns of achievement and explanations)
- Social policy and education (including policies of selection, marketisation and privatisation, and policies to achieve greater equality of outcome).

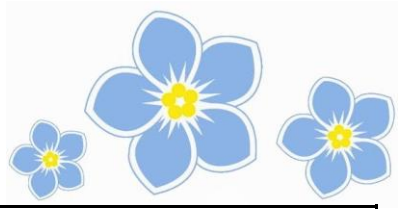
Research Methods in Context with Education

- Quantitative and qualitative methods of research; research design
- Sources of data, including questionnaires, interviews, participant and non-participant observation, experiments, documents and official statistics

- Crime and the media (including media representations of crime, the relationship between the media and crime and moral panics)
- Globalisation, green crime, human rights and state crimes
- Control, punishment and victims (including crime prevention and control, surveillance and punishment)

Stratification and Differentiation

- Sociological theories of stratification and differentiation (including forms of stratification, consensus and conflict theories)
- Defining and measuring social class (including competing views of the class structure and problems of measuring social class)
- Dimensions of inequality: social class (patterns and trends, impact on life chances and explanations)
- Dimensions of inequality: gender (patterns and trends, impact on life chances and explanations)
- Dimensions of inequality: ethnicity (patterns and trends, impact on life chances and explanations)
- Dimensions of inequality: age (patterns and trends, impact on life chances and explanations)
- Dimensions of inequality: disability (impact on life chances and different models of disability)
- Changes in structures of inequality and class structure (including changes in the class structure and the impact of globalisation)



• the distinction between primary and secondary data, and between quantitative and qualitative data • the relationship between positivism, interpretivism and sociological methods • the theoretical, practical and ethical considerations influencing choice of topic, choice of method(s) and the conduct of research • Application of sociological research methods to the study of education	• The nature and significance of social mobility (patterns, trends and explanations)

ASSESSMENTS

Formative assessment

- Knowledge check questions following each lesson
- Research findings on contemporary examples and issues
- Formal assessment at the end of Year 12
- Mock examination at the end of the Autumn Term in Year 13

Summative assessment

Assessment is based on **three** written examinations:

- Paper 1 Education with Theory and Methods (2 hours)
- Paper 2 Topics in Sociology (2 hours)
- Paper 3 Crime and Deviance with Theory and Methods (2 hours)

https://www.aqa.org.uk/subjects/sociology/as-and-a-level/sociology-7191-7192