

AQA A- Level Sociology

LINK TO EXAM BOARD SPECIFICATION: <https://www.aqa.org.uk/subjects/sociology/as-and-a-level/sociology-7191-7192/subject-content-a-level>

AQA COURSE CODE: **7037** QAN Code - 601/3994/8.

Marked/assessed work

GCSE & 'A' Level Sociology share similar assessment objectives. However, A-Level promotes evaluation and more in depth critical thinking.

YEAR 12

WHEN	WHAT & WHY WILL THEY LEARN? (SOW overview linked to assessment Objectives)		New skill = NS Developed skill = DS Skills linking to KS4 - LINK Revision = RV	STRETCH & CHALLENGE (Differentiation – how will you stretch the most able to achieve top grades?)	CIEAG Trips, workshops, speakers, local environment and experiences	KS4 PRIOR LEARNING How will GCSE knowledge, skills & provide experience to support KS5 new knowledge & skills?	SMSC + British Values
TERM PLAN	KNOWLEDGE & SKILLS	ASSESSMENT OBJECTIVE					
Term 1 (SEPT)	<p>Introduction to A-Level. Theory- This section focuses on content that we need for paper 1 and paper 2. We learn the basic theory to build upon with our topics. This is then revisited at the end of Y13 to combine the topic's work and that of our basic theory in order to answer paper 1 and 3, question 6. Families and Households – Divorce rates, birth rates. Different types of families Functionalism, Feminism, Marxism and the family.</p> <p>Yr12 Mock preparation and completion</p> <p>Developing revision strategies in order to apply knowledge from content taught so far</p>	<p>A01 - Knowledge and understanding. + A02 - Application of content from lesson to exam questions. + A03- Evaluation. Critical thinking and applying</p>	<p>Analysing texts, theories and opinions NS DS LINK</p> <p>Independent learning NS DS LINK</p> <p>Teamwork + collaboration with peers DS</p> <p>Using subject specific terminology appropriately and make</p>	<p>Higher ability students will be critically analysing the theory and content in the lessons using other theorists' ideas. They will be able to cross examine theories. Lower ability students will be able to critically analyse theory but will struggle to do this using other theories.</p>	<p>Local environment</p> <p>Understanding sense of place with modern day society within their local area and fully appreciating their roles in sustaining social structures and processes.</p> <p>Workshops / Webinars</p> <p>Ted talks to link lesson content to the wider world.</p> <p>Look at Tutor 2 U revision videos.</p>	<p>Building on skills such as analysing texts, theories and opinions.</p> <p>Evaluation of different sociological issues.</p> <p>Families and households (Divorce and birth rates)</p> <p>Different types of families + family function / role</p>	<p>SP- Look specifically at people's values and beliefs within the family and through sociological theory. For example the value of gender equality.</p> <p>M- We look at different opinions on issues that may be seen as immoral.</p>

<p>in Yr12. Ensuring students can use knowledge correctly and respond to exam terminology.</p> <p>Students are expected to be familiar with sociological explanations of the following content:</p> <ul style="list-style-type: none"> ● the relationship of the family to the social structure and social change, with particular reference to the economy and to state policies ● changing patterns of marriage, cohabitation, separation, divorce, childbearing and the life course, including the sociology of personal life, and the diversity of contemporary family and household structures ● 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 and society ● demographic trends in the United Kingdom since 1900: birth rates, death rates, family size, life expectancy, ageing population, and migration and globalisation. 	<p><i>more than one theory to argue or support.</i></p>	<p>connections between the key areas of subject content NS</p> <p>Evaluation of sociological issues NS DS LINK</p> <p>Applying case studies to sociological content to further students understanding NS DS LINK</p> <p>Debating and forming arguments for/against social issues. NS DS LINK</p> <p>Evaluation of different opinions and viewpoints DS NS LINK</p>			<p>Functionalism/ Feminism/ Marxism.</p> <p>Case-study and research regarding different sociological investigations + studies.</p> <p>Students without prior knowledge will be supported through exemplar answers and as we revisit certain issues, challenge is increased in order to engage students.</p> <p>This ensures that GCSE students do not find the subject repetitive and A-Level students who have not taken it at GCSE are not missing out.</p>	<p>S- We are looking at society and applying sociological theory to that of society.</p> <p>C- We look at different cultures and their attitudes towards the family. The students also have an induction task where they have to look at a different culture.</p> <p>SMSC + British Values Spiritual 1, 2, 3, 4, 5 Moral 1, 2, 3, 4 Social 1, 2, 3 Cultural 1, 2, 3, 4 British values 1, 2, 3, 4, 5</p>	
---	---	--	--	--	---	---	--

			<p>Synopticity in the subject area NS</p> <p>Developing critical thinking regarding subject area NS.</p> <p>Revision strategies and consistent application of knowledge through past paper practise NS</p>					
Term 2	<p>Education and research methods. Applying theory learnt in Term 1 and use this in an education context. Applying what we know about the education unit to research methods.</p> <p>The study of the topics in this paper should engage students in theoretical debate while encouraging an active involvement with the research process.</p> <p>The study should foster a critical awareness of contemporary social processes and change, and draw together the knowledge, understanding and skills learnt in different aspects of the course.</p> <p>In their study of the topics, students should examine:</p> <ul style="list-style-type: none"> ● topic areas in relation to the two core themes (socialisation, culture and identity; and social differentiation, power and stratification) 	<p>AO1 - Knowledge and understanding.</p> <p>+ AO2 - Application of content to exam questions.</p> <p>+ AO3- Evaluation. Critical thinking and applying</p>	<p>Revision strategies and consistent application of knowledge through past paper practise NS</p> <p>Research and primary data techniques NS</p> <p>Data collection, presentation and analysis techniques NS</p>	<p>Higher ability students will be critically analysing the theory and content in the lessons using other theorists' ideas. They will be able to cross examine theories.</p> <p>Lower ability students will be able to critically analyse theory but will struggle to do this using other theories.</p>	<p>Local environment:</p> <p>Understanding sense of place with modern day society within their local area and fully appreciating different views on national and world education systems.</p> <p>Workshops / Webinars</p> <p>Ted talks to link lesson content to the wider world.</p> <p>Look at Tutor 2 U revision videos.</p>	<p>Prior knowledge of themes throughout GCSE will support creative ideas with regards to education and research methods.</p> <p>Students without prior knowledge will be supported through exemplar answers and as</p>	<p>SP- Look specifically at people's values and beliefs within the family and through sociological theory. For example the value of gender equality.</p> <p>M- We look at different opinions on issues that may be seen as immoral.</p>	

<ul style="list-style-type: none"> ● both the evidence of and the sociological explanations for the content listed in the topic areas below. <p>Throughout, students should be encouraged to use examples drawn from their own experience of small-scale research.</p> <p>Attention should be given to drawing out links with other topics studied in this specification.</p> <p>Education</p> <p>Students are expected to be familiar with sociological explanations of the following content:</p> <ul style="list-style-type: none"> ● the role and functions of the education system, including its relationship to the economy and to class structure ● differential educational achievement of social groups by social class, gender and ethnicity in contemporary society ● relationships and processes within schools, with particular reference to teacher/pupil relationships, pupil identities and subcultures, the hidden curriculum, and the organisation of teaching and learning ● the significance of educational policies, including policies of selection, marketisation and privatisation, and policies to achieve greater equality of opportunity or outcome, for an understanding of the structure, role, impact and experience of and access to education; the impact of globalisation on educational policy. <p>Methods in Context</p> <p>Students must be able to apply sociological research methods to the study of education.</p> <p>Theory and Methods</p> <p>Students must examine the following areas:</p>	<p>more than one theory to argue or support.</p>	<p>Evaluation of sociological issues DS</p> <p>Developing critical thinking regarding subject area DS</p> <p>Debating DS</p> <p>Teamwork DS</p> <p>Using data to construct well-evidence arguments NS DS</p> <p>Quantitative / Qualitative / Primary and Secondary data analysis and collection NS DS</p>			<p>we revisit certain issues, challenge is increased in order to engage students. This means that GCSE students do not find the subject repetitive and A-Level students who have not taken it at GCSE are not missing out.</p>	<p>S- We are looking at society and applying sociological theory to that of society.</p> <p>C- We look at different cultures and their attitudes towards the family. The students also have an induction task where they have to look at a different culture.</p> <p>SMSC + British Values Spiritual 1, 2, 3, 4, 5 Moral 1, 2, 3, 4 Social 1, 2, 3 Cultural 1, 2, 3, 4 British values 1, 2, 3, 4, 5</p>	
--	---	---	--	--	--	---	--

	<ul style="list-style-type: none"> ● quantitative and qualitative methods of research; research design ● sources of data, including questionnaires, interviews, participant and non-participant observation, experiments, documents and official statistics ● the distinction between primary and secondary data, and between quantitative and qualitative data ● the relationship between positivism, interpretivism and sociological methods; the nature of 'social facts' ● the theoretical, practical and ethical considerations influencing choice of topic, choice of method(s) and the conduct of research ● consensus, conflict, structural and social action theories ● the concepts of modernity and post-modernity in relation to sociological theory ● the nature of science and the extent to which Sociology can be regarded as scientific ● the relationship between theory and methods ● debates about subjectivity, objectivity and value freedom ● the relationship between Sociology and social policy. 							
<p>Term 3</p>	<p>Beliefs in Society. Applying theory learnt in Term 1 and using this in a Sociological context. Applying what we know about religion and applying it to a sociological setting.</p> <p>Students are expected to be familiar with sociological explanations of the following content:</p> <ul style="list-style-type: none"> ● ideology, science and religion, including both Christian and non-Christian religious traditions 	<p>A01 - Knowledge and understanding. + A02 - Application of content from lesson to exam questions. +</p>	<p>Analysing texts, theories and opinions DS</p> <p>Independent learning DS</p> <p>Teamwork + collaboration with peers DS</p>	<p>Higher ability students will be critically analysing the theory and content in the lessons using other theorists' ideas. They will be able to cross examine theories.</p> <p>Lower ability students will be able to critically analyse</p>	<p>Local environment:</p> <p>Understanding the importance of family and placing themselves in their local context when comparing family roles across the UK.</p> <p>Exploring variations of family types and roles</p>	<p>Prior knowledge of themes throughout GCSE will support creative ideas with regards beliefs in society and the function of social processes.</p>	<p>SP- Look specifically at people's values and beliefs within the family and through sociological theory. For example the value of gender equality.</p>	

	<ul style="list-style-type: none"> ● the relationship between social change and social stability, and religious beliefs, practices and organisations ● religious organisations, including cults, sects, denominations, churches and New Age movements, and their relationship to religious and spiritual belief and practice ● the relationship between different social groups and religious/spiritual organisations and movements, beliefs and practices ● 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. 	<p>AO3- Evaluation. Critical thinking and applying more than one theory to argue or support.</p>	<p>Using subject specific terminology appropriately and make connections between the key areas of subject content</p> <p>Evaluation of sociological issues DS</p> <p>Applying case studies to sociological content to further students understanding DS</p> <p>Debating and forming arguments for/against social issues. DS</p> <p>Evaluation of different opinions and viewpoints DS</p>	<p>theory but will struggle to do this using other theories.</p>	<p>across Northants, the UK and beyond.</p> <p>Workshops / Webinars</p> <p>Ted talks to link lesson content to the wider world.</p> <p>Look at Tutor 2 U revision videos.</p>	<p>Throughout this term we will be building on historical information- History for Marxism and Feminism and applying this to Sociology. Students will be consistently asked to provide examples from history to show their understanding of the topic.</p> <p>Psychology and historical knowledge in feminism and religion. Beliefs in society again crosses over with philosophy and other religious education subjects.</p> <p>Students without prior knowledge will be supported through exemplar answers and as we revisit certain issues, challenge is increased in order to engage</p>	<p>M- We look at different opinions on issues that may be seen as immoral.</p> <p>S- We are looking at society and applying sociological theory to that of society.</p> <p>C- We look at different cultures and their attitudes towards the family. The students also have an induction task where they have to look at a different culture.</p> <p><u>SMSC + British Values</u> Spiritual 1, 2, 3, 4, 5 Moral 1, 2, 3, 4 Social 1, 2, 3 Cultural 1, 2, 3, 4</p>	
--	--	---	---	--	--	--	---	--

Synopticity in the subject area DS

Developing critical thinking regarding subject area DS

students. This means that GCSE students do not find the subject repetitive and A-Level students who have not taken it at GCSE are not missing out.

British values
1, 2, 3, 4, 5

TERM PLAN	<p align="center">WHAT & WHY WILL THEY LEARN? (SOW overview linked to assessment Objectives)</p>	<p>New skill = NS Developed skill = DS Revision = RV</p>	<p align="center">Assessment objectives</p>	<p align="center">STRETCH & CHALLENGE (Differentiation – how will you stretch the most able to achieve top grades?)</p>	<p align="center">CIEAG Trips, workshops, speakers, local environment and experiences</p>	<p align="center">KS4 PRIOR LEARNING How will GCSE knowledge, skills & provide experience to support KS5 new knowledge & skills?</p>	<p align="center">SMSC + British Values</p>
<p>Term 1</p>	<p>Term 1 of Year 13 looks at completing the beliefs in society topic so that a complete paper 2 mock can be completed by half term. This allows for the students to have attempted now ⅓ of their A-Level mock papers.</p> <p>Once this has been completed y13 then move on to looking at Crime and Deviance with theory and methods. This gives the students a practice of paper 1 and 3 exam writing alongside methods in context questions.</p> <p><i>Crime and Deviance with Theory and Methods</i></p> <p>The study of the topics in this paper should engage students in theoretical debate while encouraging an active involvement with the research process.</p> <p>The study should foster a critical awareness of contemporary social processes and change, and draw together the knowledge, understanding and skills learnt in different aspects of the course.</p> <p>In their study of this topic, students should examine:</p> <ul style="list-style-type: none"> ● topic areas in relation to the two core themes (socialisation, culture and identity; and social differentiation, power and stratification) 	<p>Analysing texts, theories and opinions DS LINK</p> <p>Independent learning DS</p> <p>Teamwork + collaboration with peers DS LINK</p> <p>Using subject specific terminology appropriately and make connections between the key areas of subject content DS LINK</p>	<p>AO1 -Knowledge and understanding. + AO2 - Application of content from lesson to exam questions. + AO3- Evaluation. Critical thinking and applying more than one theory to argue or support.</p>	<p>Higher ability students will be critically analysing the theory and content in the lessons using other theorists' ideas. They will be able to cross examine theories. A03</p> <p>Lower ability students will be able to critically analyse theory but will struggle to do this using other theories. A01+A02.</p>	<p>Local environment:</p> <p>Understanding sense of place with modern day society within their local area and fully understanding local/national/global contexts to crime and links to policing. Local crime rates and comparison with global efforts to curb crime.</p> <p>Workshops / Webinars</p> <p>Ted talks to link lesson</p>	<p>Prior knowledge of themes throughout GCSE will support creative ideas with regards families and households, education and crime.</p> <p>Students without prior knowledge will be supported through exemplar answers and as we revisit certain issues, challenge is increased in order to engage students. This means that GCSE students do not find the</p>	<p>S- Look specifically at people's values and beliefs within the family and through sociological theory. For example the value of gender equality.</p> <p>M- We look at different opinions on issues that may be seen as immoral.</p> <p>S- We are looking at society and applying sociological theory to that of society.</p> <p>C- We look at different cultures and their attitudes towards the</p>

<ul style="list-style-type: none"> ● both the evidence of and the sociological explanations for the content listed in the topic areas below. <p>Throughout, students should be encouraged to use examples drawn from their own experience of small-scale research.</p> <p>Attention should be given to drawing out links with other topics studied in this specification.</p> <p>Crime and Deviance</p> <p>Students are expected to be familiar with sociological explanations of the following content:</p> <ul style="list-style-type: none"> ● crime, deviance, social order and social control ● the social distribution of crime and deviance by ethnicity, gender and social class, including recent patterns and trends in crime ● globalisation and crime in contemporary society; the media and crime; green crime; human rights and state crimes ● crime control, surveillance, prevention and punishment, victims, and the role of the criminal justice system and other agencies. <p>Theory and Methods</p> <p>Students must examine the following areas:</p> <ul style="list-style-type: none"> ● quantitative and qualitative methods of research; research design ● sources of data, including questionnaires, interviews, participant and non-participant observation, experiments, documents and official statistics ● the distinction between primary and secondary data, and between quantitative and qualitative data ● the relationship between positivism, interpretivism and sociological methods; the nature of 'social facts' 		<p>Evaluation of sociological issues DS LINK</p> <p>Applying case studies to sociological content to further students understanding DS LINK</p> <p>Debating and forming arguments for/against social issues. DS LINK</p> <p>Evaluation of different opinions and viewpoints DS LINK</p> <p>Synopticity in the subject area DS</p> <p>Developing critical thinking</p>			<p>content to the wider world.</p> <p>Look at Tutor 2 U revision videos.</p>	<p>subject repetitive and A-Level students who have not taken it at GCSE are not missing out.</p> <p>Throughout this term we will be building on historical information-History for Marxism and Feminism and applying this to Sociology. Students will be consistently asked to provide examples from history to show their understanding of the topic.</p> <p>Psychology and historical knowledge in feminism and religion. Beliefs in society again crosses over with philosophy and other religious education subjects.</p>	<p>family. The students also have an induction task where they have to look at a different culture.</p> <p>SMSC + British Values Spiritual 1, 2, 3, 4, 5 Moral 1, 2, 3, 4 Social 1, 2, 3 Cultural 1, 2, 3, 4 British values 1, 2, 3, 4, 5</p>
---	--	--	--	--	--	--	--

	<ul style="list-style-type: none"> ● the theoretical, practical and ethical considerations influencing choice of topic, choice of method(s) and the conduct of research ● consensus, conflict, structural and social action theories ● the concepts of modernity and post-modernity in relation to sociological theory ● the nature of science and the extent to which Sociology can be regarded as scientific ● the relationship between theory and methods ● debates about subjectivity, objectivity and value freedom ● the relationship between Sociology and social policy. 		<p>regarding subject area DS</p>					
<p>Term 2</p>	<p>Yr13 Mock preparation and completion</p> <p>Theory and methods completion. This is not so much a big sociological topic but students need to apply theory learnt in the first term of y12 to all of the topics in sociology.</p> <p>This will be in a form of revision as it is all content they have learnt, just put in a different format.</p> <p>Theory and Methods</p> <p>Students must examine the following areas:</p> <ul style="list-style-type: none"> ● quantitative and qualitative methods of research; research design 		<p>Revision strategies and consistent application of knowledge through past paper practise DS LINK</p> <p>Analysing texts, theories and opinions DS</p> <p>Independent learning DS</p> <p>Teamwork + collaboration with peers DS LINK</p>	<p>AO1 -Knowledge and understanding.</p> <p>+ AO2 - Application of content from lesson to exam questions.</p> <p>+ AO3- Evaluation. Critical thinking and applying more than one theory to argue or support.</p>	<p>Higher ability students will be critically analysing the theory and content in the lessons using other theorists' ideas. They will be able to cross examine theories. A03</p> <p>Lower ability students will be able to critically analyse theory but will struggle to do this using other theories. A01+A02.</p>	<p>Local environment</p> <p>Understanding sense of place with modern day society within their local area and fully appreciating their roles in sustaining social structures and processes.</p> <p>Workshops / Webinars</p>	<p>Prior knowledge of themes throughout GCSE will support creative ideas with regards families and households, education and crime.</p> <p>Students without prior knowledge will be supported through exemplar answers and as we revisit certain issues, challenge is</p>	<p>SP- Look specifically at people's values and beliefs within the family and through sociological theory. For example the value of gender equality.</p> <p>M- We look at different opinions on issues that may be seen as immoral.</p> <p>S- We are looking at society and applying sociological</p>

	<ul style="list-style-type: none"> ● sources of data, including questionnaires, interviews, participant and non-participant observation, experiments, documents and official statistics ● the distinction between primary and secondary data, and between quantitative and qualitative data ● the relationship between positivism, interpretivism and sociological methods; the nature of 'social facts' ● the theoretical, practical and ethical considerations influencing choice of topic, choice of method(s) and the conduct of research ● consensus, conflict, structural and social action theories ● the concepts of modernity and post-modernity in relation to sociological theory ● the nature of science and the extent to which Sociology can be regarded as scientific ● the relationship between theory and methods ● debates about subjectivity, objectivity and value freedom ● the relationship between Sociology and social policy. 		<p>Using subject specific terminology appropriately and make connections between the key areas of subject content DS LINK</p> <p>Evaluation of sociological issues DS LINK</p> <p>Applying case studies to sociological content to further students understanding DS LINK</p> <p>Debating and forming arguments for/against social issues. DS LINK</p> <p>Evaluation of different opinions and viewpoints DS</p>			<p>Ted talks to link lesson content to the wider world.</p> <p>Look at Tutor 2 U revision videos.</p>	<p>increased in order to engage students. This means that GCSE students do not find the subject repetitive and A-Level students who have not taken it at GCSE are not missing out.</p> <p>Throughout this term we will be building on historical information- History for Marxism and Feminism and applying this to Sociology. Students will be consistently asked to provide examples from history to show their understanding of the topic.</p> <p>Psychology and historical knowledge in feminism and religion. Beliefs in society again crosses over with philosophy and other religious</p>	<p>theory to that of society.</p> <p>C- We look at different cultures and their attitudes towards the family. The students also have an induction task where they have to look at a different culture.</p> <p>SMSC + British Values Spiritual 1, 2, 3, 4, 5 Moral 1, 2, 3, 4 Social 1, 2, 3 Cultural 1, 2, 3, 4 British values 1, 2, 3, 4, 5</p>
--	--	--	---	--	--	---	--	---

Synopticity in
the subject
area DS

Developing
critical thinking
regarding
subject area DS

education
subjects.

SMSC AND BRITISH VALUES

Spiritual

1. Developing personal values and beliefs
2. Experiencing fascination, awe and wonder
3. Exploring the values and beliefs of others
4. Understanding human feelings and emotions
5. Using imagination and creativity in learning

Moral

1. Developing and expressing personal views or values
2. Investigating moral values and ethical issues
3. Recognising right and wrong and applying it
4. Understanding the consequences of actions

Social

1. Developing personal qualities and using social skills
2. Participating, cooperating and resolving conflicts
3. Understanding how communities and societies function

Cultural

Exploring, understanding and respecting diversity

Participating and responding to cultural activities

Preparing for life in modern Britain

Understanding and appreciating personal influences

British values

Democracy

Rule of law

Individual liberty

Mutual respect

Tolerance

Assessment objectives

Assessment objectives (AOs) are set by Ofqual and are the same across all AS and A-level Sociology specifications and all exam boards.

The exams will measure how students have achieved the following assessment objectives.

Assessment objectives

Assessment objectives (AOs) are set by Ofqual and are the same across all AS and A-level Sociology specifications and all exam boards.

A-level

- AO1: Demonstrate knowledge and understanding of:
 - sociological theories, concepts and evidence
 - sociological research methods
- AO2: Apply sociological theories, concepts, evidence and research methods to a range of issues
- AO3: Analyse and evaluate sociological theories, concepts, evidence and research methods in order to:
 - present arguments
 - make judgements
 - draw conclusions.

Weighting of assessment objectives for A-level Sociology

Assessment objectives (AOs)	Component weightings (approx %)			Overall weighting (approx %)
	Paper 1	Paper 2	Paper 3	
AO1	15	13	16	44

AO2	11	11	9	31
AO3	8	9	8	25
Overall weighting of components	33.33	33.33	33.33	100