

Term Year	Term 1a	Term 1b	Term 2a	Term 2b	Term 3a	Term 3b
12  two teacher model 6:4 lessons over two weeks	<p><b>Introduction to Sociology</b></p> <p>Introduction to key themes and perspectives.</p> <p><b>Family (4.2.2)</b></p> <p>Theories of the families.</p> <p><b>Theory and Methods (4.3.2): Practical, ethical and theoretical issues.</b></p>	<p><b>Family (4.2.2)</b></p> <p>Social policy</p> <p><b>Theory and Methods (4.3.2):</b> Questionnaires, surveys, lab experiments, filed experiments.</p>	<p><b>PPE 1</b></p> <p><b>Family (4.2.2)</b></p> <p>Couples</p> <p><b>Theory and Methods (4.3.2):</b> Interviews: structured, unstructured, semi-structured, group interviews.</p>	<p><b>Family (4.2.2)</b></p> <p>Childhood</p> <p><b>Theory and Methods (4.3.2):</b> Observations: participant, non-participant, overt and covert. Secondary methods: official statistics and documents.</p>	<p><b>Family (4.2.2)</b></p> <p><b>PPE 2</b></p> <p>Demography, Changing family patterns.</p> <p><b>Theory and Methods (4.3.2):</b> Methods in context</p>	<p><b>Family (4.2.2)</b></p> <p>Family diversity</p> <p><b>Theory and Methods (4.3.2):</b> Qualitative vs quantitative &amp; exam practice</p>
	<b>1 lesson per week: Theories and Methods</b>					
13  Teacher one 10 lessons	<p><b>Education (4.1.1)</b></p> <p>Introduction to the education system. Differential educational achievement by social class, plus pupil identities and relationships and processes within schools.</p>	<p><b>Education (4.1.1)</b></p> <p>Differential educational achievement by social class, plus pupil identities and relationships and processes within schools.</p>	<p><b>PPE 1</b></p> <p><b>Education (4.1.1)</b></p> <p>Differential educational achievement by ethnicity plus pupil identities and relationships and processes within schools.</p>	<p><b>Education (4.1.1)</b></p> <p>Differential educational achievement by gender plus pupil identities and relationships and processes within schools.</p>	<p><b>Education (4.1.1)</b></p> <p>Roles and functions of the education system: Functionalist, New Right, Marxist and Feminist.</p> <p><b>PPE 2</b></p>	<p><b>Education (4.1.1)</b></p> <p>Educational policies, including marketization and the impact of globalisation.</p>
	<p><b>Crime (4.3.1)</b></p> <p>Functionalist theories of crime, Strain theory, Subcultural theory, Labelling theory, class differences in crime, Marxism, Neo-Marxism, crimes of the powerful i.e. corporate crime, Right and Left Realism, Postmodernist theories of crime.</p> <p><b>PPE 1</b></p>	<p><b>Crime (4.3.1)</b></p> <p>Gender and crime, ethnicity and crime, crime and the media, crime and globalisation, green crime, state crimes, control of crime, punishment of crime, and the victims of crime.</p>	<p><b>The Media (4.2.7) and Theory and Methods (4.3.2)</b></p> <p>Media: Ownership and control, the news, the new media.</p> <p>Theory: quantitative and qualitative research methods, sociology and science, objectivity and values.</p> <p><b>PPE 2</b></p>	<p><b>The Media (4.2.7) &amp; Theory and Methods (4.3.2)</b></p> <p>Media: globalisation and pop culture, audience models, media representations.</p> <p>Theory: Functionalism, Marxism, Feminism.</p>	<p><b>Theory and Methods (4.3.2)</b></p> <p>Action theories, globalisation, modernity, postmodernity, sociology, and social policy.</p> <p><b>Revision</b> Crime, media, families and theory and methods.</p>	
<b>1 lesson per week from term 2a-3a: Theories and Methods</b>						

**Key:**

Core Substantive Content

Threshold Concepts

Specification reference <https://filestore.aqa.org.uk/resources/sociology/specifications/AOA-7191-7192-SP-2015.PDF>

**Integral elements**

All the following must be an integral part of the study of each topic area:

- Sociological theories, perspectives and methods.
- The design of the research used to obtain the data under consideration, including its strengths and limitations.

**Core themes**

Students must study the following two core themes:

- Socialisation, culture, and identity.
- Social differentiation, power, and stratification.

The themes should be understood and applied to particular substantive areas of Sociology. These themes are to be interpreted broadly as threads running through many areas of social life and should not therefore be regarded as discrete topics. In addition, students must understand the significance of conflict and consensus, social structure and social action, and the role of values.