



Intent: The main purpose of this qualification is to prepare learners by providing a suitable foundation for the study of sociology or related courses in Higher Education. A further purpose of this qualification is to prepare learners intending to pursue careers or further study in social sciences, or as part of a general education. The AQA A Level qualification in Sociology enables learners to: develop essential knowledge and understanding of different areas of the subject and how they relate to each other, develop and demonstrate a deep appreciation of the skills of critical analysis, independent thinking and research, develop their interest in and enthusiasm for the subject, including developing an interest in further study and careers associated with the subject.

Sociology

Year 12

**Autumn Term 1:
Introduction to Social
Theory and Education**

**Autumn Term 2: Finish
Education (Oct-Dec)**

**Spring Term 1: Methods and
Methods in Context (Jan - Feb)**

**Spring Term 2 Families
and Households
(March – April)**

**Summer Term 1
Families and
Households
(May – June)**

**Summer Term 2:
Beliefs
(June-July)**

Knowledge
(facts, information,
concepts and key
terminology)

Understanding
(ability to connect
and synthesise
knowledge within a
context)

Social Theory
Structure v Social
Action
Determinism v Free
Will
Consensus v Conflict
Marxism
Feminism
Functionalism
Postmodernism

Education
Theoretical
Approaches to the Role
of Education

Education
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

Methods
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.
Methods in Context
Students must be able to apply
sociological research methods to the
study of education.

**Families and
Households**
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

**Families and
Households**
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.

Beliefs
Ideology, science
and religion,
including both
Christian and
non-Christian
religious
traditions

The relationship
between social
change and
social stability,
and religious
beliefs, practices
and
organisations

Beliefs Research
Project

Skills (successful application of knowledge and understanding to a specific task)	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 sociological issues AO3: Analyse and evaluate sociological theories, concepts, evidence and research methods in relation to: present arguments make judgements and draw conclusions.					
Formal Assessments (those done by all/vast majority of the cohort)	Exam Style Questions in Booklets Whole School Assessment Week	Exam Style Questions in Booklets Whole School Assessment Week	Exam Style Questions in Booklets Whole School Assessment Week	Exam Style Questions in Booklets Whole School Assessment Week	Exam Style Questions in Booklets Whole School Assessment Week	Exam Style Questions in Booklets Whole School Assessment Week
By the end of the year students on course for at least a grade C will... <ul style="list-style-type: none"> • Demonstrate reasonably accurate and detailed knowledge and understanding of a range of sociological theories, concepts and evidence and research methods • Be able to apply these sociological theories, concepts, evidence and research methods to a range of issues • Be able to analyse and evaluate sociological theories, concepts, evidence and research methods in order to present arguments and make judgements 						