

TOPIC	LEARNING EPISODE (E)/ESTIMATED LENGTH OF TIME	Resources/Case studies	Assessment opportunities
<p>Crime and deviance</p> <p>Total (18 hours)</p>	<p>3.5.1 The social construction of crime and deviance EP1 – What is crime and deviance? (3 hours)</p> <p>Key point: There are different reasons why people commit crimes.</p> <ul style="list-style-type: none"> The social construction of concepts of crime and deviance and explanations of crime and deviance. 	<p>AQA GCSE Sociology Student Book 1-9.</p> <p>BBC Bitesize – AQA Sociology GCSE</p> <p>GCSEPOD</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> Identify, describe and explain various sociological explanations of crime and deviance including anomie, labelling, structural theories, subcultural theories and interactionist theory Explain the social construction of concepts of crime and deviance Describe, compare and contrast a variety of sociological perspectives on the social construction of crime and deviance (interactionist, functionalist, feminist and Marxist) Describe the key ideas of Merton (page 50) on the causes of crime Describe the key ideas of Becker (page 48) on the causes of crime.
	<p>EP2 – Different perspectives on crime and deviance (2 hour)</p> <p>Key point: There are different concepts and explanations for crime and deviance.</p> <ul style="list-style-type: none"> The work of Merton on the causes of crime from a functionalist perspective and Becker from an interactionist perspective. 		
	<p>3.5.2 Social control Ep3 – What is social control? (3 hours)</p> <p>Key point: There are different strategies used to impose formal and informal levels of social control</p> <ul style="list-style-type: none"> Different views of the correspondence principle on the relationship between education and capitalism as developed from a Marxist perspective by Bowles and Gintis. 	<p>AQA GCSE Sociology Student Book 1-9.</p> <p>BBC Bitesize – AQA Sociology GCSE</p> <p>GCSEPOD</p> <p>AQA GCSE Sociology Student Book 1-9.</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> Identify, describe and explain formal and informal methods of social control including unwritten rules and sanctions Describe, compare and contrast a variety of sociological perspectives on

	<p>EP4: Case study: The work of Heidensohn (2 Hours)</p> <p>Key point: There are different perspectives on genders and conformity in patriarchal societies.</p> <ul style="list-style-type: none"> • The work of Heidensohn on female conformity in male dominated patriarchal societies. 		<p>social control (interactionist, functionalist, feminist and Marxist)</p> <ul style="list-style-type: none"> • Describe the key ideas of Heidensohn (page 49) on female conformity.
	<p>3.5.3 Criminal and deviant behaviour</p> <p>Ep5: Factors affecting criminal and deviant behaviour (3 hours)</p> <p>Key point:</p> <ul style="list-style-type: none"> • Factors affecting criminal and deviant behaviour and ways in which criminal and deviant behaviour have generated public debate. 	<p>AQA GCSE Sociology Student Book 1-9.</p> <p>BBC Bitesize – AQA Sociology GCSE</p> <p>GCSEPOD</p>	<p>Students must be able to:</p> <ul style="list-style-type: none"> • identify, describe and explain factors affecting criminal and deviant behaviour including social class, gender, ethnicity and age • identify and describe various public debates over criminal and deviant behaviour including concerns over violent crime, sentencing, the treatment of young offenders, the prison system and media coverage of crime • describe, compare and contrast a variety of sociological perspectives on
	<p>Ep6: Case Study: The work of Albert Cohen (2 hour)</p> <p>Key point:</p> <ul style="list-style-type: none"> • The work of Albert Cohen on delinquent subcultures and Carlen on women, crime and poverty. 		<ul style="list-style-type: none"> • describe, compare and contrast a variety of sociological perspectives on

			<p>factors affecting criminal and deviant behaviour (interactionist, functionalist, feminist and Marxist)</p> <ul style="list-style-type: none"> describe the key ideas of Albert Cohen (page 49) on delinquent subcultures describe the key ideas of Carlen (page 49) on women, crime and poverty.
	<p>3.5.4 EP7 - Data on crime (3 hours) Key point: The usefulness of the main sources of data on crime, the collection of official data on crime, patterns and trends in crime figures and the 'dark figure'.</p>	<p>AQA GCSE Sociology Student Book 1-9.</p> <p>BBC Bitesize – AQA Sociology GCSE</p> <p>GCSEPOD</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> Identify and describe the main sources of data on crime Describe the pattern and trends in crime figures using relevant statistical data Explain the 'dark figure' of crime (unreported and unrecorded crime) Describe, compare and contrast a variety of sociological perspectives on the use of data on crime (functionalist, feminist and Marxist).

TOPIC	LEARNING EPISODE (E)/ESTIMATED LENGTH OF TIME	Resources/Case studies	Assessment opportunities
<p>Social Stratification</p> <p>Total (18 hours)</p>	<p>3.6.1 Functionalist theory of stratification EP1 – What is social stratification? (2 hours) Key point: There are different theories and methods of social stratification.</p> <ul style="list-style-type: none"> Different views of the functionalist theory of social stratification. 	<p>AQA GCSE Sociology Student Book 1-9.</p> <p>BBC Bitesize – AQA Sociology GCSE</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> Describe and explain the functionalist theory of stratification (effective role allocation and performance)

<p>EP2 – Case study: Different perspectives on social stratification (1 hour) Key point: There are different concepts and explanations of social stratification.</p> <ul style="list-style-type: none"> • The work of Davis and Moore on social stratification from a functionalist perspective. 	GCSEPOD	<p>linked to the promise of rewards)</p> <ul style="list-style-type: none"> • Describe the key ideas of Davis and Moore (page 51) • Describe, compare and contrast alternative perspectives on functionalist theory (feminist and Marxist).
<p>3.6.2 Socio-economic class Ep3 – What is socio-economic class? (2 hours) Key point: Society is made up of different levels of socio-economic class and people have different views on these.</p> <ul style="list-style-type: none"> • Different views of socio-economic class. 	<p>AQA GCSE Sociology Student Book 1-9.</p> <p>BBC Bitesize – AQA Sociology GCSE</p> <p>GCSEPOD</p>	<p>Students should be able to: Identify, describe and explain socio-economic class divisions in society Describe, compare and contrast a variety of sociological perspectives on socio-economic class (functionalist, feminist and Marxist)</p>
<p>EP4: Case study: The work of Marx and Weber (1 Hours) Key point: Society is made up of different levels of socio-economic class and people have different views on these.</p> <ul style="list-style-type: none"> • The work of Marx and Weber on socio-economic class. 	<p>AQA GCSE Sociology Student Book 1-9.</p>	<p>Describe the key ideas of Marx (page 52) on socio-economic class Describe the key ideas of Weber (page 54) on socio-economic class.</p>
<p>3.6.3 Life chances Ep5: Factors affecting life chances (2 hours)</p>	AQA GCSE Sociology Student Book 1-9.	<p>Students should be able to:</p> <ul style="list-style-type: none"> • Identify, describe and explain factors affecting life chances including social

	<p>Key point:</p> <ul style="list-style-type: none"> • There are factors that affect people's life chances within society. • Different views on factors affecting life chances. 	<p>BBC Bitesize – AQA Sociology GCSE</p> <p>GCSEPOD</p>	<p>class, gender, race and ethnicity, sexuality, age, disability, religion and belief</p> <ul style="list-style-type: none"> • Describe, compare and contrast a variety of sociological perspectives on life chances (functionalist, feminist and Marxist) • Describe the key ideas of Devine (page 51) on the idea of the affluent worker.
	<p>Ep6: Case Study: The work of Devine (1 hour)</p> <p>Key point:</p> <ul style="list-style-type: none"> • The work of Devine revisiting the idea of the affluent worker. 		
	<p>3.6.4 Poverty as a social issue</p> <p>Ep7: Why is poverty a social issue? (2 hours)</p> <p>Key point:</p> <ul style="list-style-type: none"> • There are different interpretations of poverty as a social issue. 	<p>AQA GCSE Sociology Student Book 1-9.</p> <p>BBC Bitesize – AQA Sociology GCSE</p> <p>GCSEPOD</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> • Identify, describe and explain different interpretations of poverty as a social issue including, the culture of poverty, material deprivation, the way in which governments have attempted to alleviate poverty and unemployment, the impact of globalisation • Describe, compare and contrast a variety of sociological perspectives on poverty (functionalist, feminist and Marxist) • Describe the key ideas of Townsend (page 53) on relative deprivation • Describe the key ideas of Murray (page 52) on the underclass including links to New Right theories.
	<p>Ep8: Case Study: The work of Townsend (1 hour)</p> <p>Key point: There are different perspectives and research related to deprivation and the underclass.</p> <ul style="list-style-type: none"> • The work of Townsend on relative deprivation and Murray on the underclass. 		
	<p>3.6.5 Power and authority</p> <p>Ep9: Different types of power and authority (2 hours)</p> <p>Key point:</p>	<p>AQA GCSE Sociology Student Book 1-9.</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> • Identify, describe and explain different forms of power and authority

	<ul style="list-style-type: none"> There are different forms of power and authority and people share different opinions over this. 	BBC Bitesize – AQA Sociology GCSE	including traditional, charismatic, rational-legal, formal and informal sources of power
	<p>Ep8: Case Study: The work of Weber (1 hours) Key point: There are different perspectives and research related to power and authority</p> <ul style="list-style-type: none"> The work of Weber on power and authority. 	GCSEPOD	<ul style="list-style-type: none"> Describe, compare and contrast a variety of sociological perspectives on power and authority (functionalist, feminist and Marxist) Describe the key ideas of Weber (page 54) on power and authority.
	<p>3.6.5 Power relationships</p> <p>Ep11: What is meant by power relationships? (2 hours) Key point:</p> <ul style="list-style-type: none"> It is important to understand power relationships and to be able to describe and explain different views on factors affecting power relationships. 	<p>AQA GCSE Sociology Student Book 1-9.</p> <p>BBC Bitesize – AQA Sociology GCSE</p> <p>GCSEPOD</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> Identify, describe and explain different factors affecting power relationships including social class, gender, sexuality, race, age, disability, religion and beliefs Describe, compare and contrast a variety of sociological perspectives on power relationships (functionalist, feminist and Marxist) Describe the key ideas of Walby (page 53) on patriarchy.
	<p>Ep12: Case Study: The work of Walby (1 hours) Key point: There are different perspectives and research related to power relationships.</p> <ul style="list-style-type: none"> The work of Walby on patriarchy. 		