

Key Stage 5 (13)
Course title: A-Level sociology
Exam board: AQA
Specification code: 7192/1, 7192/2, 7192/3
<p>Theory and Methods</p> <p>At the end of the summer term and start of the Autumn term students recap on the methods content covered in key stage 5 (12) to consolidate their disciplinary knowledge of how sociologists study society. Recap of qualitative and quantitative methods (topics 1 & 2). They then move on to the theory side of the course which they will have already covered in relation to the education, family and households so will have a good knowledge base of these. Topics 3 & 4 examine whether sociology can be considered a scientific study that produces unbiased, objective knowledge. We then consider four 'modernist' theories of society beginning with the enlightenment philosophical movement that believed in the power of reason and science to explain how the world works and how it might help to produce a better society. The final two sections look at major changes in today's society, linked to globalisation, and lastly the relationship between sociology and social policy.</p> <ul style="list-style-type: none"> • Quantitative research methods. • Qualitative research methods - understanding society by interpreting the meanings people give to their actions. • Sociology and science. A range of views on natural science & their implications for sociology as a science. • Objectivity and values in sociology. • Functionalism. • Marxism. • Feminist theories—main types and similarities and differences between them. • Action theories—the difference between structural and action theories and evaluation of them. • Globalisation, modernity and post modernity. • Sociology and social policy.

Crime and Deviance (part 1)

In the Autumn term students start with an Introduction to crime and deviance rules and rule breaking. Students will be expected to make links with other C&D topics as they progress through the course. Synoptic links are continuously made. Students are encouraged to think how they could use theoretical arguments in their answers, so for example they would be asked to compare and contrast functionalism with class, power and crime. They will also be encouraged to use current example from the news and relevance to today's society.

Core topics

- Introduction to crime and deviance. Functionalist, strain and subcultural theories.
- Interactionism and labelling theory including understanding the labelling process and its consequences.
- Class, power and crime (Marxism). This topic considers why Marxists see crime as inevitable. We also explore crimes of the powerful and look at the nature and extent of white collar and corporate crime.
- Realist theories of crime and the main features of right and left approaches including their political context.
- Gender: crime and justice and understanding the debates about the treatment of men and women in the criminal justice system.
- Ethnicity, crime and justice. Understanding the relationship between the criminal justice process and ethnicity. Students also study the relationship between ethnicity, racism and victimisation.

Crime and Deviance (part 2)

Continue to develop knowledge and understanding of C & D. course Synoptic links are continuously made. Students are encouraged to think how they could use theoretical arguments in their answers so for example they would be asked to compare and contrast realist theories when looking at crime, prevention and control. They will also be encouraged to use current example from the news and relevance to today's society e.g. examples of current day moral panics.

Core topics

- Crime and the media - patterns of media representation, different views on the media as a cause of crime and know the role of the media in creating moral panics.
- Globalisation, green crime, human rights and state crime. We consider the global criminal economy, different types of green crime and sociological explanations of environmental harm. We then explore state crimes and human rights.
- Control, punishment and victims. Understand the range of crime prevention and control, different perspectives on punishment and surveillance and the patterns of victimisation.
- Consolidation of crime topic.

Beliefs in Society

Students are introduced to the topic of Beliefs in society and in particular, the impact beliefs have on individuals and society as a whole in the Autumn term with teacher 2.

Core topics

- Theories of religion including functionalist, marxist and feminist theories and understand the functions of religion from different perspectives (those that see it as positive and those that have a negative view of religion).
- Understand that religion can be conservative or a force for social change. It can also be both (regressive) or it can be progressive.
- Know how to define secularisation. Understand that the debate is nuanced. Understand that statistical evidence is simplistic.
- Religion, renewal and choice. Understand why some sociologists reject the idea of secularisation and analyse the alternative interpretations of the nature and position of religion today.
- Understand religion in a global context. Know the characteristics of fundamentalism.
- Understand some of the reasons why fundamentalism develops.
- Know the main types of religious organisation— how they developed. Explain why new religious movements became popular. Who joins?
- Understand science as a belief system. Can differentiate between open and closed systems. Understand that Marxism is a belief system.