

Year 11	Sociology		
	Year 11 Autumn Term	Year 11 Spring Term	Year 11 Revision
Scheme of Work	Crime and Deviance	Social Stratification	Revision & Examination Preparation
Knowledge and Skills	Students distinguish between crime and deviance and examine how definitions of deviance vary across cultures, social groups, places and historical periods. They investigate sociological explanations of criminal and deviant behaviour, including functionalist, interactionist, Marxist and feminist approaches. Students study Merton, Becker, Albert Cohen, Heidensohn and Carlen and examine concepts including anomie, strain, labelling, deviant careers, subcultures and gendered experiences of crime. Students investigate patterns of crime according to social class, gender, ethnicity and age, formal and informal social control, crime statistics and the dark figure of crime.	Students examine the nature and significance of social stratification and different explanations of inequality. They investigate functionalist explanations through Davis and Moore, alongside Marxist and Weberian understandings of class and stratification. Students examine socio-economic class, life chances, poverty, power and authority, alongside explanations for inequalities between different groups. Key AQA studies include Davis & Moore, Marx, Weber, Devine, Townsend, Murray and Walby. Students consider different explanations of poverty and inequality and evaluate the extent to which contemporary Britain provides equal opportunities and social mobility.	Students consolidate knowledge from Families, Education, Crime and Deviance, Social Stratification and Research Methods, alongside the theoretical perspectives underpinning the course. Revision explicitly develops connections between topics rather than treating units in isolation. Students refine examination skills including interpreting items and data, accurately identifying question demands, selecting relevant sociological evidence, developing chains of reasoning, applying named studies and constructing balanced evaluative arguments and substantiated conclusions.
Why This	Crime provides an opportunity to examine the relationship between individuals, social structures and social control. It challenges common-sense explanations of criminal behaviour and encourages students to question how crime is defined, measured and represented. Students consider why some groups are more likely than others to be labelled criminal and evaluate competing explanations of offending.	Social Stratification brings together many of the central questions encountered throughout the GCSE: Who has power? Why does inequality exist? Are opportunities genuinely equal? How do class, gender and other social divisions affect people's life chances? It enables students to move from examining individual institutions to considering the structure of society more broadly.	Students require structured opportunities to consolidate a substantial body of sociological knowledge and convert that knowledge into successful examination performance. Revision is therefore diagnostic rather than simply repetitive: gaps are identified through assessment and addressed through targeted retrieval, reteaching and deliberate examination practice.
Why Now	Crime and Deviance builds particularly effectively upon Education. Students already understand labelling, self-fulfilling prophecy and subcultures and can now apply these ideas beyond the classroom. Their understanding of socialisation enables them to consider conformity and deviance, while Research Methods allows them to critically examine crime statistics.	As the final substantive unit, Social Stratification requires students to draw together knowledge from across the course. Students have already examined inequalities within Families, Education and Crime and can now consider how these patterns relate to broader distributions of wealth, status and power.	Students have completed the substantive specification and can therefore revisit knowledge synoptically. This allows students to identify connections between areas that may not have been apparent when topics were initially studied and focus explicitly on misconceptions and examination technique before the final AQA examinations.
Links to Prior Learning	Students retrieve socialisation and social control from Introducing Sociology; gender and patriarchy from Families; labelling and subcultures from Education; and validity, reliability and representativeness from Research Methods. Functionalist, Marxist, Feminist and Interactionist perspectives are revisited and compared.	Students revisit class, gender, patriarchy, inequality, meritocracy and power from across the GCSE. Educational achievement provides a particularly important foundation for understanding differences in life chances and social mobility. Marxism, Functionalism and Feminism are revisited at a more sophisticated level.	This phase deliberately draws upon all previous learning. Students compare theoretical perspectives across different institutions, retrieve named sociologists across the specification and apply Research Methods knowledge to substantive contexts.
Links to Future Learning	Examination of social class, power, inequality and the criminal justice system provides a direct foundation for Social Stratification. Students' consideration of who has the power to define and enforce rules prepares them for wider debates surrounding wealth, status, power and life chances.	As the final substantive topic, this unit primarily leads into synoptic revision and examination preparation. It also encourages students to make connections across the entire specification by considering how family background, education and experiences of crime relate to wider patterns of inequality. For students continuing to A-level Sociology, it establishes important foundations for the study of class, poverty, power and social differentiation.	Revision prepares students directly for both AQA GCSE Sociology examinations while developing transferable skills in argument construction, critical evaluation, evidence use and interpretation. Students progressing to A-level Sociology are prepared for the greater theoretical depth and independence required for further study.
SMSC Links	Students explore the distinction between morality and legality and consider why definitions of acceptable behaviour vary between societies. Examination of crime patterns encourages critical engagement with stereotypes concerning class, gender, age and ethnicity. Students consider the purposes of social control, the operation of the criminal justice system and debates surrounding fairness and inequality.	Students critically examine poverty, wealth, power and inequality and consider competing ideas about fairness and social justice. Different explanations of poverty challenge simplistic judgements about individuals experiencing deprivation. Examination of gender inequality and power develops understanding of discrimination and equality, while debates around welfare and redistribution encourage respectful engagement with competing social and moral viewpoints.	Synoptic discussion allows students to revisit major debates surrounding inequality, culture, diversity, crime, education, family life, poverty and power. Students practise discussing controversial social issues using evidence, respecting competing perspectives and distinguishing substantiated sociological arguments from stereotypes or unsupported opinion.
Assessment and Feedback	Students complete increasingly synoptic retrieval incorporating Paper 1 knowledge alongside new Crime content. AQA-style questions assess knowledge, application, analysis and evaluation. Students interpret crime data and evaluate its reliability and validity. Extended responses require students to compare competing explanations and reach substantiated conclusions. Feedback identifies both topic-specific gaps and recurring examination-skill weaknesses.	Assessment becomes increasingly synoptic and examination-focused. Students complete regular retrieval from both Paper 1 and Paper 2 while practising AQA-style questions on Social Stratification. Extended writing develops independence in selecting relevant sociological evidence, comparing perspectives and constructing substantiated conclusions. Cumulative assessment is used diagnostically to identify individual and whole-class gaps before final revision.	Assessment is diagnostic and responsive. Question-level analysis from mocks and cumulative assessments identifies gaps by topic, sociologist and skill. Students complete targeted retrieval, walking-talking mocks, timed questions, essay planning and full examination papers. Whole-class feedback addresses common misconceptions while individual DIRT targets specific weaknesses. Students use AQA mark schemes and exemplars to understand how to move from knowledge and explanation towards developed analysis, evaluation and substantiated judgement.