

KS4 Curriculum Overview SOCIOLOGY

Year 1 GCSE

TERM 1 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
<p>INTRODUCTION TO SOCIOLOGY:</p> <ul style="list-style-type: none"> ➤ What is sociology? Definition of sociology, social processes, social issues and social structures, sociology & social policy, key term such as... culture, values, norms, socialisation. ➤ Introduction of sociological theories: Definitions of... theory, structural sociology, Social Action Theory, consensus, conflict, Interactionism. Intro to main 4 theories i.e. Functionalism/New Right. Marxism, Feminism & Labelling Theory (Interactionism). ➤ Introduction to research methods: qualitative/quantitative research, positivism vs interpretivism, validity & reliability. <p>THE SOCIOLOGY OF FAMILIES:</p> <ul style="list-style-type: none"> ➤ What is a family & different family structures: Definition and different family types. ➤ Family diversity: Rapoport's x5 diversities. ➤ Reasons for family diversity: e.g. Legal changes, changes in attitudes/value, changing gender roles, longer life expectancy, secularisation, immigration. ➤ Is the nuclear family still important? Media image of NF: cereal packet family, feminist view, life cycle model ➤ Alternatives to families in Britain today: e.g. care homes, foster care, households, kibbutz, communes. ➤ Families in a global context AND links between family/household and class/ethnicity: e.g. China one child policy. 	<p>SUBJECT SPECIFIC SKILLS: Assessment Objectives – AO1: Knowledge and understanding AO2: Application AO3: Analysis and evaluation</p> <p>WIDER KEY SKILLS: Content analysis Critical thinking Data analysis</p> <p>SUBJECT LINKS: NB: GCSE Sociology links to A level Sociology as same assessment criteria and similar topics. Maths: data analysis Gov/pol: social issues/policy Law: changes in family law Psychology: gender RE: secularisation and changing nature of the family Media: power of advertising Law: impact of family changes on policy and adoption, care homes, taxation RE: family ethics</p>	<p>CAREER LINKS:</p> <ul style="list-style-type: none"> ❖ Market research ❖ Gerontology ❖ Data analyst ❖ Family law ❖ Social work ❖ Health and social care ❖ Charity work ❖ Medicine ❖ Education <p>BRITISH VALUES:</p> <ul style="list-style-type: none"> ➤ DEMOCRACY: personal choice in relationships ➤ TOLERANCE: respect for different family types ➤ RESPECT: alternative views ➤ LAW: family law ➤ LIBERTY: roles and responsibilities in the family
TERM 2 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
<p>THE SOCIOLOGY OF FAMILIES:</p> <ul style="list-style-type: none"> ➤ Sociological theories on the family: Functionalism, Marxism & Feminism including criticisms/evaluation. ➤ Roles and relationship within the family: conjugal roles: segregated & joint, sociological theories on family roles: Functionalist, Marxist and Feminist, key texts... 	<p>SUBJECT SPECIFIC SKILLS: Assessment Objectives – AO1: Knowledge and understanding AO2: Application AO3: Analysis and evaluation</p> <p>WIDER KEY SKILLS: Content analysis Critical thinking Data analysis</p> <p>SUBJECT LINKS: NB: GCSE Sociology links to A level Sociology as same assessment criteria and similar topics.</p>	<p>CAREER LINKS:</p> <ul style="list-style-type: none"> ❖ Market research ❖ Gerontology ❖ Data analyst ❖ Family law ❖ Social work ❖ Health and social care ❖ Charity work ❖ Medicine ❖ Education <p>BRITISH VALUES:</p> <ul style="list-style-type: none"> ➤ DEMOCRACY: dialogue in family/ relationships to enable equality ➤ TOLERANCE: in relationships

	<p>H&SC: functions of the family and roles within the family</p> <p>RE & Psychology: family relationships.</p>	<ul style="list-style-type: none"> ➤ RESPECT: for partner in relationships/ family ➤ LAW: family law ➤ LIBERTY: choice in relationships
TERM 3 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
<p>THE SOCIOLOGY OF FAMILIES:</p> <p>Changes in family: historical/ roles & relationships/ structural - pre-industrial and industrial family, contemporary families, changes in family structure, children and parents, changes in roles and relationships e.g. power, changes to family structure.</p> <p>Marriage & Divorce: Marriage: statistics/ reasons for decline. Is marriage still important today? Divorce: statistics/ reasons for divorce: changes in law, attitude, status of women, & society as a whole; also, secularisation and value of marriage generally. Consequences of divorce for: couple, children, wider family and friends. Sociological theories of divorce: Functionalist, Marxist & Feminist</p>	<p>SUBJECT SPECIFIC SKILLS: Assessment Objectives – AO1: Knowledge and understanding AO2: Application AO3: Analysis and evaluation</p> <p>WIDER KEY SKILLS: Content analysis Critical thinking Data analysis</p> <p>SUBJECT LINKS: NB: GCSE Sociology links to A level Sociology as same assessment criteria and similar topics. History: socio-economic timeline Psychology: power relationships Maths: statistics RE: secularisation and sanctity of marriage?</p>	<p>CAREER LINKS:</p> <ul style="list-style-type: none"> ❖ Market research ❖ Gerontology ❖ Data analyst ❖ Family law ❖ Social work ❖ Health and social care ❖ Charity work ❖ Medicine ❖ Education <p>BRITISH VALUES:</p> <ul style="list-style-type: none"> ➤ DEMOCRACY: historical context as pathway to democracy and freedom in relationships ➤ TOLERANCE & RESPECT: of different views of the family ➤ LAW: understanding marriage and divorce law ➤ LIBERTY: choice in relationships
TERM 4 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
<p>NB: In term 4 the lessons will be split between RESEARCH METHODS (taught in the single lesson) and THE SOCIOLOGY OF EDUCATION (taught in the double lesson)</p> <p>RESEARCH METHODS: Introduction to key aspects...</p> <ul style="list-style-type: none"> ➤ Research aims, questions & hypotheses. ➤ Theoretical factors: Positivism vs Interpretivism (reliability and validity) ➤ Mixed methods approach ➤ Pilot studies ➤ Sampling ➤ Data: primary & secondary, quantitative and qualitative, data analysis <p>THE SOCIOLOGY OF EDUCATION: The role and function of education: theories...</p> <ul style="list-style-type: none"> ➤ Functionalist view: key text: Parsons. Key roles: social cohesion, teaching skills and values, role allocation in a meritocratic society. 	<p>SUBJECT SPECIFIC SKILLS: Assessment Objectives – AO1: Knowledge and understanding AO2: Application AO3: Analysis and evaluation</p> <p>WIDER KEY SKILLS: Content analysis Critical thinking Data analysis</p> <p>SUBJECT LINKS: NB: GCSE Sociology links to A level Sociology as same assessment criteria and similar topics. Psychology: similar approach to research methods Business and finance: role of education to</p>	<p>CAREER LINKS:</p> <ul style="list-style-type: none"> ❖ Market research ❖ Gerontology ❖ Data analyst ❖ Family law ❖ Social work ❖ Health and social care ❖ Charity work ❖ Medicine ❖ Education <p>BRITISH VALUES:</p> <ul style="list-style-type: none"> ➤ DEMOCRACY: are schools democracies? ➤ TOLERANCE & RESPECT: of all views and belief ➤ LAW: education policy ➤ LIBERTY: discussion re real extent of freedom of choice in schools

<ul style="list-style-type: none"> ➤ Marxist view: Key text: Bowles & Gintis – Correspondence Principle. Opposing arguments to the Correspondence Principle. Key text – Willis. ➤ Feminist view of education: maintaining patriarchy and gender role expectations 	<p>provide skilled workforce to enable society to run smoothly.</p> <p>Gov/Pol: meritocracy?</p> <p>Business and finance: role of education to provide skilled workforce to enable capitalism to thrive?</p>	
TERM 5 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
<p>NB: In term 5 the lessons will be split between RESEARCH METHODS (taught in the single lesson) and THE SOCIOLOGY OF EDUCATION (taught in the double lesson)</p> <p>RESEARCH METHODS: Key RM including advantages and disadvantages...</p> <ul style="list-style-type: none"> ➤ Questionnaires: open and closed questions ➤ Interviews: structured, unstructured and group. ➤ Observation: participant/ non-participant. Covert & overt. ➤ Secondary sources: statistics and personal documents ➤ Longitudinal studies <p>THE SOCIOLOGY OF EDUCATION: Historical educational policy changes and more recent education policy changes (since 1979)</p> <ul style="list-style-type: none"> ➤ 1944 Butler Ed Act – Tripartite System/ 1965 Comprehensivisation/ Conservative policies: 1979-1997 inc. 1988 ERA/ New Labour policies: 1997-2010/ Coalition policies: 2010-2015 <p>School diversity and organization:</p> <ul style="list-style-type: none"> ➤ Different types of school: e.g. private/ independent, special, grammar, free, comprehensive, academy, specialist... Debate: independent vs state schools. ➤ Alternatives to mainstream education: e.g. de-schooling & home schooling 	<p>SUBJECT SPECIFIC SKILLS: Assessment Objectives – AO1: Knowledge and understanding AO2: Application AO3: Analysis and evaluation</p> <p>WIDER KEY SKILLS: Content analysis Critical thinking Data analysis</p> <p>SUBJECT LINKS: NB: GCSE Sociology links to A level Sociology as same assessment criteria and similar topics. Gov/Pol: political parties & key terms such as marketisation, coalition, vocational education, opting out of local authority control... History: of schooling Gov/pol: funding of schools, legal expectations</p>	<p>CAREER LINKS:</p> <ul style="list-style-type: none"> ❖ Market research ❖ Gerontology ❖ Data analyst ❖ Family law ❖ Social work ❖ Health and social care ❖ Charity work ❖ Medicine ❖ Education <p>BRITISH VALUES:</p> <ul style="list-style-type: none"> ➤ DEMOCRACY: historical changes in education embed deomocratic values such as ‘parity of esteem’ ➤ TOLERANCE & RESPECT: of others’ view in debates ➤ LAW: educational policy ➤ LIBERTY: choice in education e.g. home schooling
TERM 6 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
<p>THE SOCIOLOGY OF EDUCATION: FACTORS AFFECTING EDUCATIONAL ACHIEVEMENT...</p> <p>GENERAL INTRODUCTION to achievement:</p> <ul style="list-style-type: none"> ➤ Measuring achievement: SATS, GCSEs & A levels ➤ External school factors that affect education: socialisation, material deprivation, parental influence, language, employment market and policies ➤ Internal school factors that affect education: school ethos, hidden curriculum, setting & streaming, labelling & self-fulfilling prophecy and subcultures. <p>SOCIAL CLASS and achievement</p>	<p>SUBJECT SPECIFIC SKILLS: Assessment Objectives – AO1: Knowledge and understanding AO2: Application AO3: Analysis and evaluation</p> <p>WIDER KEY SKILLS: Content analysis Critical thinking Data analysis</p> <p>SUBJECT LINKS: NB: GCSE Sociology links to A level</p>	<p>CAREER LINKS:</p> <ul style="list-style-type: none"> ❖ Market research ❖ Gerontology ❖ Data analyst ❖ Family law ❖ Social work ❖ Health and social care ❖ Charity work ❖ Medicine ❖ Education <p>BRITISH VALUES:</p>

<ul style="list-style-type: none"> ➤ Evidence/statistics ➤ External factors: cultural deprivation, parental attitudes, speech patterns. Key text: Ball, Bowe & Gerwitz ➤ Internal factors: teacher/pupil interactions – labelling, w/c subculture, setting and streaming. <p>GENDER and achievement</p> <ul style="list-style-type: none"> ➤ Evidence/statistics inc. subject choice ➤ External factors: legal reforms, changing expectations, socialisation. ➤ Internal factors: hidden curriculum, teacher/pupil interactions, labelling, subcultures. <p>ETHNICITY and achievement</p> <ul style="list-style-type: none"> ➤ Evidence/statistics inc. specific ethnic performance ➤ External factors: material deprivation, cultural deprivation, parental support, language ➤ Internal factors: hidden curriculum, ethnocentric curriculum, institutional racism, subcultures. 	<p>Sociology as same assessment criteria and similar topics.</p> <p>Gov/pol: social issues such as poverty, unemployment. Policies for education.</p> <p>H&SC: factors affecting families and education – socialisation, poverty, language development</p> <p>Maths: statistics/ data analysis</p> <p>Gov/pol: policies affecting socio-economic situation and education.</p> <p>Gov/pol: policies affecting gender and education.</p> <p>Gov/pol: policies affecting ethnicity and education.</p>	<ul style="list-style-type: none"> ➤ DEMOCRACY: is there really choice in schools? ➤ TOLERANCE & RESPECT: of differences in education ➤ LAW: educational policies affecting achievement ➤ LIBERTY: roles and responsibilities in schools of both staff and pupils...
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KS4 Curriculum Overview SOCIOLOGY

Year 2 GCSE

TERM 1 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
<p>TEACHER 1: THE SOCIOLOGY OF CRIME AND DEVIANCE:</p> <p>What is crime and deviance?</p> <ul style="list-style-type: none"> ➤ Definitions of C&D ➤ Relativity of C&D: Factors that affect definitions of C&D e.g. time, place, social situation & culture. ➤ How do we measure C&D? e.g. official statistics, victim surveys & self-report studies ➤ Advantages and disadvantages of official statistics, victim surveys & self-report studies <p>Introduction to the explanations/ theories of criminal and deviant behaviour.</p> <ul style="list-style-type: none"> ➤ Biological and psychological explanations inc. maternal deprivation explanation ➤ Sociological theories: Functionalist: socialisation, sub-culture, status frustration and strain theories, Marxist: relative deprivation theory and Interactionist: labelling theory. Key text: Merton, Key text: Cohen, Key text: Becker ➤ Feminist theory <p>TEACHER 2: THE SOCIOLOGY OF SOCIAL STRATIFICATION</p> <p>What is stratification?</p> <ul style="list-style-type: none"> ➤ Definition of stratification ➤ Types e.g., historical and modern-day slavery, Indian caste system, feudal system and social class ➤ Theories of social class i.e. Functionalism inc. Key 	<p>SUBJECT SPECIFIC SKILLS:</p> <p>Assessment Objectives –</p> <p>AO1: Knowledge and understanding</p> <p>AO2: Application</p> <p>AO3: Analysis and evaluation</p> <p>WIDER KEY SKILLS:</p> <p>Content analysis</p> <p>Critical thinking</p> <p>Data analysis</p> <p>SUBJECT LINKS: NB: GCSE</p> <p>Sociology links to A level</p> <p>Sociology as same assessment criteria and similar topics.</p> <p>Maths: statistics</p> <p>Criminology: all content</p> <p>Biology/ Psychology: human behaviour</p> <p>History: slavery, feudalism</p> <p>Psychology: aggression, why people behave the way they do...</p>	<p>CAREER LINKS:</p> <ul style="list-style-type: none"> ❖ Researcher ❖ Education: of young offenders ❖ Media: news/film/ fiction ❖ Home office: Police/ probation/ admin/ courts/ community support officer ❖ Data analysis ❖ Market research ❖ Criminal law ❖ Health & social care ❖ Charity work: ex-offenders ❖ Politics ❖ Social work <p>BRITISH VALUES:</p> <ul style="list-style-type: none"> ➤ DEMOCRACY: studies of non-democratic stratification systems highlight that egalitarianism is essential, not optional

<p>text: Davis & Moore, Marxism inc. Key text: Karl Marx, Weberian inc. Key text Weber. Criticisms of each theory</p> <ul style="list-style-type: none"> ➤ Life Chances: definition, Life chances and education inc. key text Halsey, Heath and Ridge, class and life chances, embourgeoisement inc. Key text Devine ➤ Social mobility: definition/ types, barriers preventing social mobility 	<p>Biology: genetic factors affecting behaviour Criminology: why people commit crime Law: criminal law Geog: social mobility</p>	<ul style="list-style-type: none"> ➤ TOLERANCE & RESPECT OF: others' views, both sociological and personal ➤ LAW: study of crime and need to uphold the law ➤ LIBERTY: idea that people have freedom to embrace social mobility and life chances
TERM 2 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
<p>TEACHER 1: THE SOCIOLOGY OF CRIME AND DEVIANCE:</p> <p>Continuation of sociological theories of crime:</p> <ul style="list-style-type: none"> ➤ Sociological theories: Functionalist: socialisation, sub-culture, status frustration and strain theories, Marxist: relative deprivation theory and Interactionist: labelling theory. Key text: Merton, Key text: Cohen, Key text: Becker ➤ Feminist theory <p>TEACHER 2: THE SOCIOLOGY OF SOCIAL STRATIFICATION</p> <ul style="list-style-type: none"> ➤ How do we measure social class? GS/NS-SEC ➤ Theories of social class – recap. Marxist: class exploitation, Functionalism: meritocracy and social mobility ➤ Is class still important? Have the w/c & m/c changed? 	<p>SUBJECT SPECIFIC SKILLS: Assessment Objectives – AO1: Knowledge and understanding AO2: Application AO3: Analysis and evaluation</p> <p>WIDER KEY SKILLS: Content analysis Critical thinking Data analysis</p> <p>SUBJECT LINKS: NB: GCSE Sociology links to A level Sociology as same assessment criteria and similar topics.</p> <p>Gov/pol: new right policies, meritocracy Biology: genetic factors affecting behaviour Criminology: why people commit crime Law: criminal law Geog: social mobility</p>	<p>CAREER LINKS:</p> <ul style="list-style-type: none"> ❖ Researcher ❖ Education: of young offenders ❖ Media: news/film/ fiction ❖ Home office: Police/ probation/ admin/ courts/ community support officer ❖ Data analysis ❖ Market research ❖ Criminal law ❖ Health & social care ❖ Charity work: ex-offenders ❖ Politics ❖ Social work <p>BRITISH VALUES:</p> <ul style="list-style-type: none"> ➤ DEMOCRACY: is society meritocratic really? ➤ TOLERANCE: of those who have done wrong or who are different ➤ RESPECT: different identities ➤ LAW: ethics of breaking the law ➤ LIBERTY: personal choices to change life course – good or bad?
TERM 3 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
<p>TEACHER 1: THE SOCIOLOGY OF CRIME AND DEVIANCE How do we control criminal and anti-social behaviour?</p> <ul style="list-style-type: none"> ➤ Social control: formal & informal definitions, agents of SC such as the family and/police/courts/ other government departments in Home Office ➤ Specific ways of controlling crime/anti-social behaviour such as the judiciary, CJS... ➤ Alternatives to custodial sentences such as cautions, reprimands, community service. ➤ Debates: How should young offenders be treated in CJS? Rehabilitation vs custody.. Should violent 	<p>SUBJECT SPECIFIC SKILLS: Assessment Objectives – AO1: Knowledge and understanding AO2: Application AO3: Analysis and evaluation</p> <p>WIDER KEY SKILLS: Content analysis</p>	<p>CAREER LINKS:</p> <ul style="list-style-type: none"> ❖ Researcher ❖ Education: of young offenders ❖ Media: news/film/ fiction ❖ Home office: Police/ probation/ admin/ courts/ community support officer

<p>criminals be sentenced to life?</p> <ul style="list-style-type: none"> ➤ Media impact on crime <p>TEACHER 2: THE SOCIOLOGY OF SOCIAL STRATIFICATION</p> <ul style="list-style-type: none"> ➤ The underclass inc. Key text Murray, criticisms of Murray ➤ Poverty: Defining, explaining & reducing poverty, globalisation and poverty, sociological theories on causes of poverty, the welfare state <p>POWER RELATIONSHIPS:</p> <ul style="list-style-type: none"> ➤ Introduction to general power relationships based on... Social class, Gender & sexuality, Ethnicity, Age, Disability, Religion ➤ More detailed look at... Gender inequalities inc key text Walby, Ethnic inequalities, Age inequality, Disability barriers ➤ Government and non-government action to reduce inequality. Are/were these effective? ➤ Wealth in Britain today: 1% vs the rest! 	<p>Critical thinking Data analysis</p> <p>SUBJECT LINKS: NB: GCSE Sociology links to A level Sociology as same assessment criteria and similar topics.</p> <p>Criminology: controlling crime Law: criminal law Philosophy & ethics: ethics of punishment & control Geography: urban/ inner city social issues RE: reduction/ ethics of poverty H&SC: vulnerable groups RE: religion as a barrier or route to success Gov/pol: political power, law making</p>	<ul style="list-style-type: none"> ❖ Data analysis ❖ Market research ❖ Criminal law ❖ Health & social care ❖ Charity work: ex-offenders ❖ Politics ❖ Social work <p>BRITISH VALUES: DEMOCRACY, TOLERANCE, RESPECT, LAW, LIBERTY – discussion... how do all of these apply to or impact different ethnic groups, genders, sexualities, ages, abilities?</p>
<p>TERM 4 TOPIC/s</p>	<p>*Key Skills/Subject Links</p>	<p>*Career links & BV</p>
<p>TEACHER 1: THE SOCIOLOGY OF CRIME AND DEVIANCE Crime and social class, gender, location, age and ethnicity</p> <ul style="list-style-type: none"> ➤ Working class crime: explanations e.g., socialisation, anomie, education, inaccurate statistics, material deprivation, labelling... ➤ White Collar crime: Different types, how it is dealt with in CJS ➤ Gender & crime: explanations e.g. socialisation, blocked opportunities, social control, chivalry thesis, double deviance thesis, inaccurate statistics... Feminist view: key texts – Heidensohn, Carlen ➤ Crime & location & crime & age: Statistics/patterns, Explanations e.g., status frustration, class, edgework, socialization, police stereotyping ➤ Crime and ethnicity: explanations e.g., labelling, institutional racism, inaccurate statistics, class, media influence <p>TEACHER 2: THE SOCIOLOGY OF SOCIAL STRATIFICATION</p> <ul style="list-style-type: none"> ➤ Weber: power Key text. Types of authority ➤ Political power: nation state, democracy, political parties and elections, voting behaviour. 	<p>SUBJECT SPECIFIC SKILLS: Assessment Objectives – AO1: Knowledge and understanding AO2: Application AO3: Analysis and evaluation</p> <p>WIDER KEY SKILLS: Content analysis Critical thinking Data analysis</p> <p>SUBJECT LINKS: Gov/pol: political power Psychology: why men commit more crime? Aggression... Law: balance of law for all social groups?</p>	<p>CAREER LINKS:</p> <ul style="list-style-type: none"> ❖ Researcher ❖ Education: of young offenders ❖ Media: news/film/ fiction ❖ Home office: Police/ probation/ admin/ courts/ community support officer ❖ Data analysis ❖ Market research ❖ Criminal law ❖ Health & social care ❖ Charity work: ex-offenders ❖ Politics ❖ Social work <p>BRITISH VALUES:</p> <ul style="list-style-type: none"> ➤ DEMOCRACY: actual topic to be studied ➤ TOLERANCE & RESPECT: of political differences ➤ LAW: political power ➤ LIBERTY: to vote
<p>TERM 5 TOPIC/s</p>	<p>*Key Skills/Subject Links</p>	<p>*Career links & BV</p>

<p>BOTH TEACHERS: REVISION FOR SUMMER EXAM:</p> <ul style="list-style-type: none"> ➤ Key topics: Families, Education, Crime & Deviance and Stratification ➤ Research Methods: as applied to 2 & 4 mark questions ➤ Exam and revision techniques 	<p>SUBJECT SPECIFIC SKILLS: Assessment Objectives – AO1: Knowledge and understanding AO2: Application AO3: Analysis and evaluation WIDER KEY SKILLS: Revision techniques</p> <p>SUBJECT LINKS: NB: GCSE Sociology links to A level Sociology as same assessment criteria and similar topics. IDEAL FOR CONTINUED PATHWAY TO LEVEL 3!</p>	<p>CAREER LINKS:</p> <ul style="list-style-type: none"> ❖ Researcher ❖ Education: of young offenders ❖ Media: news/film/ fiction ❖ Home office: Police/ probation/ admin/ courts/ community support officer ❖ Data analysis ❖ Market research ❖ Criminal law ❖ Health & social care ❖ Charity work: ex-offenders ❖ Politics ❖ Social work <p>NB: Revision</p>
TERM 6 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
EXAM SEASON	<p>SUBJECT SPECIFIC SKILLS: Assessment Objectives – AO1: Knowledge and understanding AO2: Application AO3: Analysis and evaluation</p> <p>WIDER KEY SKILLS: Revision</p> <p>SUBJECT LINKS: NB: GCSE Sociology links to A level Sociology as same assessment criteria and similar topics. IDEAL FOR CONTINUED PATHWAY TO LEVEL 3!</p>	<p>CAREER LINKS: Choices for Year 12 pathways...</p>