

Teaching guide: Supporting AS and A-level

This Teaching guide will assist your delivery of AS and A-level Sociology and should be read in conjunction with the specification which is available on our website at aqa.org.uk/7192

This resource has been designed to provide additional support in delivering the specification by listing indicative content that may be taught for each of the specification topic areas.

We have also provided suggestions of sociologists that teachers and students may wish to engage with. The names here have been selected as relevant to that part of the specification and as having made a substantial contribution to that area of sociology. Both 'classic' and more recent sociologists and others have been included. Names have been used only once in each topic area but are often equally relevant to other bullet points within that topic.

The suggestions are intended to be helpful but should not be taken as essential for teaching or learning. Other sociologists may be equally appropriate. It is not necessary for students to name many sociologists in their answers; understanding of the sociology involved is more important.

The structure of this guidance follows that of the AS (7191) and A-level (7192) specifications.

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Education (AS 3.1.1 and A-level 4.1.1)

Education is a compulsory topic for both AS and A-level. It's assessed in AS Paper 1 (7191/1) and A-level Paper 1 (7192/1).

Specification

The role and functions of the education system, including its relationship to the economy and to class structure.

Althusser; Bowles and Gintis; Chubb and Moe; Davis and Moore; Parsons.

Indicative content

- Functionalist and New Right explanations of the role and functions of the education system, eg in relation to social solidarity, skills teaching, meritocracy, selection and role allocation.
- Marxist explanations of the role and functions of the education system, eg in relation to ideological state apparatuses, reproduction of social class inequality, legitimisation of social class inequality.

Specification

Differential educational achievement of social groups by social class, gender and ethnicity in contemporary society.

Archer; Bhopal; Bourdieu; Mackay; Reay.

Indicative content

- Patterns and trends in differential educational achievement by social class, ethnicity and gender, eg in relation to GCSE results.
- Different sociological explanations of social class differences in educational achievement in relation to external factors (outside the education system), eg material deprivation, social and cultural capital.
- Different sociological explanations of gender differences in educational achievement in relation to external factors, eg changes in the family and labour market affecting women and men and the influence of feminist ideas.
- Different sociological explanations of ethnic differences in educational achievement in relation to external factors, eg material deprivation and racism in wider society.

Specification

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.

Ball; Becker; Francis; Gillborn and Youdel; Mac an Ghaill.

Indicative content

- Different sociological explanations of social class differences in educational achievement in relation to internal factors and processes within schools, eg teacher labelling, the self-fulfilling prophecy, pupil subcultures and pupils' class identities.
- Different sociological explanations of gender differences in educational achievement in relation to internal factors, eg the curriculum, selection and marketisation, feminisation of education, pupil subcultures and gender identities.
- Patterns and trends in subject choice by gender. Different sociological explanations of gender differences in subject choice, eg in relation to subject image, teaching and learning styles and primary socialisation.
- Different sociological explanations of ethnic differences in educational achievement in relation to internal factors, eg racist labelling, the self-fulfilling prophecy, pupil subcultural responses, ethnic identities, institutional racism and the ethnocentric curriculum.

Specification

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.

Bartlett; Mirza; Sewell; Tough and Brooks; Whitty.

Indicative content

- The impact of educational policies of selection, marketisation and privatisation, such as the tripartite system and the post-1988 education system, in relation to educational standards and class differences of outcome; the globalisation of educational policy.
- The impact of educational policies aimed at achieving greater equality of opportunity or outcome, eg pupil premium.
- Education policies in relation to gender and ethnic differences and their impact.

- Different sociological explanations of the impact of educational policies, eg in relation to parentocracy and differences in economic and cultural capital.

Methods in context (AS 3.1.2 and A-level 4.1.2)

Methods in context is a compulsory topic for both AS and A-level. It's assessed in AS Paper 1 (7191/1) and A-level Paper 1 (7192/1).

Specification

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

Indicative content

The application of the range of primary and secondary methods and sources of data (as covered below in AS level Research Methods and in A-level Theory and Methods) to the particular topics studied in education, with specific reference to the strengths and limitations of the different methods and sources of data in different educational contexts.

AS research methods (3.2.1)

Research methods is a compulsory topic for AS and is assessed in Paper 2 (7191/2).

Specification

- 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.

Indicative content

- Types of research method and data sources: the differences between quantitative and qualitative data, and between primary and secondary sources of data; the strengths and limitations of each of these.
- Primary methods of data collection: questionnaires, interviews, observation and experiments; the main variants of each, eg structured and unstructured

interviews, participant and non-participant observation, laboratory and field experiments.

- Secondary sources of data: documents, official statistics; different types of document, eg personal, public and historical; different sources of official statistics.
- Research design, eg in relation to pilot studies and sampling techniques; main stages of the research process in relation to these methods.
- Practical issues affecting choice of methods and sources, eg time, cost, access and researcher's characteristics; strengths and limitations of different methods and sources in relation to these issues.
- Ethical issues affecting choice of methods and sources, eg informed consent, deceit and vulnerable groups; strengths and limitations of different methods and sources in relation to these issues.
- Theoretical issues affecting choice of methods and sources, eg reliability, validity, representativeness, positivism, interpretivism; strengths and limitations of different methods and sources in relation to these issues.
- Practical, ethical and theoretical factors influencing choice of research topic, eg personal experience and policy concerns.

A-level theory and methods (4.1.3 and 4.3.2)

Theory and methods is a compulsory topic at A-level and assessed in Paper 1 (7192/1) and Paper 3 (7192/3).

Specification

- 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.

Indicative content

- Types of research method and data sources: the differences between quantitative and qualitative data, and between primary and secondary sources of data; the strengths and limitations of each of these.
- Primary methods of data collection: questionnaires, interviews, observation and experiments; the main variants of each, eg structured and unstructured interviews, participant and non-participant observation, laboratory and field experiments.
- Secondary sources of data: documents, official statistics; different types of document, eg personal, public and historical; different sources of official statistics.
- Research design, eg in relation to pilot studies and sampling techniques; main stages of the research process in relation to these methods.
- Practical issues affecting choice of methods and sources, eg time, cost, access and researcher's characteristics; strengths and limitations of different methods and sources in relation to these issues.
- Ethical issues affecting choice of methods and sources, eg informed consent, deceit and vulnerable groups; strengths and limitations of different methods and sources in relation to these issues.
- Theoretical issues affecting choice of methods and sources, eg reliability, validity, representativeness, positivism, interpretivism; strengths and limitations of different methods and sources in relation to these issues.
- Practical, ethical and theoretical factors influencing choice of research topic, eg personal experience and policy concerns.

Specification

Consensus, conflict, structural and social action theories.

Althusser; Crenshaw; Goffman; Parsons; Marx; Mead; and Phipps.

Indicative content

- The difference between consensus and conflict theories of society, including consensus theories such as functionalism, the New Right, and conflict theories, ie Marxism and feminism; the major variants of such theories, eg scientific and humanistic Marxism; liberal, radical, Marxist etc feminism.
- The difference between structural theories such as functionalism and Marxism, and action theories; the main types of action theory, such as social action theory and symbolic interactionism.

Specification

The concepts of modernity and post-modernity in relation to sociological theory

Baudrillard; Beck; Giddens; and Harvey

Indicative content

- The concepts of modernity and postmodernity, including variants such as late modernity.
- Modernist and postmodernist theories of contemporary society.

Specification

The nature of science and the extent to which Sociology can be regarded as scientific.

Kuhn; Popper; and Weber

Indicative content

- Debates about the scientific status of sociology: positivist and interpretivist views.
- Different views of the natural sciences, eg Popper, Kuhn, realism, and implications for sociology's scientific status.

Specification

The relationship between theory and methods.

Atkinson; Douglas; and Durkheim.

Indicative content

The relationship between theoretical perspective and preference for particular research methods and sources of data, eg positivism and quantitative data, interpretivism and qualitative data.

Specification

Debates about subjectivity, objectivity and value freedom.

Comte; Becker; Gouldner; and Murray.

Indicative content

- Concepts of objectivity, subjectivity, value freedom and ideology.

- Different views of whether sociology can and should be objective or value free, eg classical sociology, value neutrality and committed sociology; relativism.

Specification

The relationship between Sociology and social policy.

Bauman; Mills; and Worsley.

Indicative content

- The difference between social problems and sociological problems; perspectives on social policy and on the role of sociology in relation to policy.

Culture and identity (3.2.2.1 and 4.2.1)

Culture and identity is an optional topic at AS and A-level. It's assessed in AS Paper 2 (7191/2) and A-level Paper 2 (7192/2).

Specification

Different conceptions of culture, including subculture, mass culture, folk culture, high and low culture, popular culture and global culture.

Bourdieu; Durkheim; Storey Strinati; and Wolf.

Indicative content

- The meaning of these different concepts of culture.
- How they are used by different sociologists
- Sociological views, eg functionalist, Marxist, neo-Marxist, interactionist, feminist and postmodernist, on the role of culture in society.

Specification

The socialisation process and the role of the agencies of socialisation.

Giddens; Gilroy; Mead; Oakley; and Parsons.

Indicative content

- Different sociological perspectives on socialisation, eg functionalist, Marxist, feminist, interactionist and postmodernist.
- Different sociological views on the role of different agencies of socialisation, ie primary and secondary, and their relative importance.
- Meaning of concepts such as norms, values, role, status.

- How individuals are socialised into the social constructs of age, disability, ethnicity, gender, nationality, sexuality and social class.

Specification

The self, identity and difference as both socially caused and socially constructed.

Becker; Cooley; Goffman; Marx; and Parsons.

Indicative content

- How an individual's sense of self and identity, and also differences between social groups, develop according to structuralist views, eg functionalist, feminist and Marxist.
- How an individual's sense of self and identity, and also differences between social groups, develop according to social action views, eg interactionist, and postmodernist views; including concepts such as labelling, master status and stereotype. How an individual's identity is shaped by interaction with others.

Specification

The relationship of identity to age, disability, ethnicity, gender, nationality, sexuality and social class in contemporary society.

Barnes; Bradley; Hall; McRobbie; and Modood.

Indicative content

- How an individual's experiences and sense of identity are shaped by these factors.
- Their relative importance and the extent to which these factors are changing in contemporary society.

Specification

The relationship of identity to production, consumption and globalisation.

Bauman; Deem; Ritzer; Roberts; and Rojek.

Indicative content

- How identity is shaped by traditional structures such as the relationship an individual has to work (including social class).
- How identity is shaped by consumption choices, including leisure, and how social identity affects consumption/lifestyle/leisure choices.

- To what extent can individuals choose and shape their social identity independent of wider social constructs.
- The effect of globalisation on identity.

Families and households (3.2.2.2 and 4.2.2)

Families and households is an optional topic at AS and A-level. It's assessed in AS Paper 2 (7191/2) and A-level Paper 2 (7192/2).

Specification

The relationship of the family to the social structure and social change, with particular reference to the economy and to state policies.

Murdock; Murray; Parsons; Oakley; and Zaretsky.

Indicative content

- Different sociological views, eg functionalist, feminist, Marxist, New Right and postmodernist, on the role of the family and its relationship to wider social structures such as the economy.
- The impact on families of government legislation (eg on divorce, same-sex marriage, adoption) and policies (eg education, housing, retirement age, childcare, housing and welfare).

Specification

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.

Berthoud; Chester; Smart; Stacey; and Weeks.

Indicative content

- An understanding of the trends in contemporary family and household structures, eg symmetrical family, beanpole families, serial monogamy, lone-parent families, living apart together, same sex couples etc.
- Different sociological explanations for the reasons and significance of these trends.
- Including the significance of individual choice in personal relationships and the significance of relationships beyond the traditional family structures.

Specification

Gender roles, domestic labour and power relationships within the family in contemporary society.

Dobash and Dobash; Duncombe and Marsden; Gershuny; Young and Willmott; and Pahl.

Indicative content

- Different sociological arguments and evidence on this, including an understanding of the extent of changes and also diversity of experiences.
- Different aspects of relationships, eg domestic labour, childcare, domestic violence, finance, dual burden, triple shift etc.

Specification

The nature of childhood, and changes in the status of children in the family and society.

Aries; Donzelot; Palmer; Postman; and Punch.

Indicative content

- How childhood is socially constructed.
- Different sociological views on the nature and experience of childhood.
- How childhood is experienced differently across gender, ethnicity and social class.
- Cross cultural differences and how the experience of childhood has changed historically.

Specification

Demographic trends in the United Kingdom since 1900: birth rates, death rates, family size, life expectancy, ageing population, and migration and globalisation.

Blaikie; McKeown; Pilcher; Townsend; and Williams.

Indicative content

- Sociological debates about the nature, causes and significance of these changes.
- How these changes impact on family and households, and also wider society, including concepts such as net migration, infant mortality rate and fertility rate.

Health (3.2.2.3 and 4.2.3)

Health is an optional topic at AS and A-level. It is assessed in AS Paper 2 (7191/2) and in A-level Paper 2 (7192/2).

Specification

The social construction of health, illness, disability and the body, and models of health and illness.

Illich; Lorber and Martin; Navarro; Parsons; and Shakespeare.

Indicative content

- The social construction of the body, health, illness and disease.
- Models of health and illness such as the biomedical model, medicalisation, iatrogenesis, social models and impairment.
- Strengths and limitations of these approaches.
- Sociological approaches to health, including functionalist, Marxist, Feminist, interactionist and postmodernist approaches.

Specification

The unequal social distribution of health chances in the United Kingdom by social class, gender, ethnicity and region.

Marmot; Nazroo; Nettleton; Payne; Sproston; and Mindell.

Indicative content

- Differences in patterns of health chances by social class, gender, ethnicity and region.
- Gender differences in health chances and explanations.
- Ethnic inequalities in health and explanations.
- Explanations for why some groups have higher/lower rates of illness than others, including cultural, behavioural and material factors.

Specification

Inequalities in the provision of, and access to, health care in contemporary society.

Calnan; Checkland et al; Dixon et al; Latif; and Tudor-Hart.

Indicative content

- The nature, including inequalities, of health care in contemporary society.
- The patterns of inequalities in access to that health care in relation to age, disability, ethnicity, gender, region and social class.
- Explanations for inequalities in access to that health care in relation to age, disability, ethnicity, gender, region and social class.

Specification

The nature and social distribution of mental illness.

Busfield; Foucault; Goffman; Laing; and Szasz.

Indicative content

- Biomedical and structuralist approaches to mental illness.
- Labelling, interactionism and the social construction of mental illness.
- Sociological views on the nature and causes of the social distribution of mental illness by social class, gender and ethnicity.

Specification

The role of medicine, the health professions and the globalised health industry.

Goldacre; Law; Nettleton; Weber; and Witz.

Indicative content

- Sociological views on the power of the medical profession, eg functionalist, feminist, interactionist, Marxist, Weberian and postmodernist.
- Changes in the role of medicine and the power of the medical profession in contemporary society.
- The role of the global health industry, eg the role of 'big pharma'.

Work, poverty and welfare (3.2.2.4 and 4.2.4)

Work, poverty and welfare is an optional topic at AS and A-level. It's assessed in AS Paper 2 (7191/2) and A-level Paper 2 (7192/2).

Specification

The nature, existence and persistence of poverty in contemporary society.

Mack and Lansley; Marsland; Miliband; Murray; and Townsend.

Indicative content

- Definitions and measurements of poverty including absolute, relative, subjective poverty and social exclusion.
- Structural, individual and cultural explanations of the persistence of poverty, including functionalist, feminist, Marxist, New Right, Social Democratic and Weberian perspectives.

Specification

The distribution of poverty, wealth and income between different social groups.

Davis and Moore; Flaherty et al: Kenway and Palmer; Lister; Westergaard and Resler.

Indicative content

- The distribution of poverty, wealth and income across social class, gender, ethnicity, age, disability and family structure.
- Explanations why some social groups are more likely to experience poverty.
- Different sociological explanations for these patterns and reasons for change in distribution, eg the widening gap between rich and poor.

Specification

Responses and solutions to poverty by the state and by private, voluntary and informal welfare providers in contemporary society.

Bartholomew; Giddens; Le Grand; Page; and Pierson.

Indicative content

- The welfare state and government responses to poverty in contemporary society eg means-tested versus universal benefits.
- Different sociological approaches on the nature, extent and effectiveness of state, private, voluntary and informal providers.

Specification

Organisation and control of the labour process, including the division of labour, the role of technology, skill and de-skilling.

Braverman; Marx; Ritzer; Taylor; and Zuboff.

Indicative content

- Sociological debates about the nature and underlying reasons for the organisation and control of the labour process, including the division of labour.
- The nature, extent and significance of technology and its impact on the labour process including organisation, control and levels of skill, Fordism and post-Fordism.

Specification

The significance of work and worklessness for people's lives and life chances, including the effects of globalisation.

Beck; Blauner; Castells; Mackinnon et al; and Ritzer.

Indicative content

- Sociological views on the role that work plays in people's lives not only in terms of its effect on life chances but also in terms of identity, sense of purpose, fulfilment, alienation, work satisfaction etc.
- The impact of worklessness, including being unemployed, underemployed, retired, unable to work.
- The effects of globalisation on work and worklessness.

Beliefs in society (4.2.5)

Beliefs in society is an optional topic at A-level and is assessed in Paper 2 (7192/2).

Specification

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

Popper; Kuhn; and Aldridge.

Indicative content

- Science as a social construct. Issues in defining religion.

- Religion and science as belief systems and ideological influences.
- Different theoretical views on the role and function of religion, eg functionalist, Marxist (including neo-Marxist), feminisms and postmodernist.

Specification

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

Durkheim; Marx; Weber; Bruce; and Wallis.

Indicative content

- Sociological views on religion as a conservative force and, as a force for social change, for stability or conflict.
- The impact of social change on religious belief, practices and organisations.

Specification

Religious organisations, including cults, sects, denominations, churches and New Age movements, and their relationship to religious and spiritual belief and practice.

Troeltsch; Wallis; Weber; Barker; Stark and Bainbridge.

Indicative content

- Characteristics of different types of religious organisation.
- Explanations for growth or decline of different forms of religious organisation.

Specification

The relationship between different social groups and religious/spiritual organisations and movements, beliefs and practices.

Bruce; El Sadaawi; Madood et al; Woodhead; and Davie.

Indicative content

- Patterns of religiosity among different social groups, such as social class, ethnicity, gender and age.
- Explanations for changes in these patterns.

Specification

The significance of religion and religiosity in the contemporary world, including the nature and extent of secularisation in a global context, and globalisation and the spread of religions.

Wilson; Glock and Stark; Huntington; Norris and Inglehart.

Indicative content

- Defining and measuring secularisation. The extent of belief and practice.
- Competing explanations and evidence for secularisation in terms of belief, practice and organisations.
- Global context of debate including the growth of religion.

Global development (4.2.6)

Global development is an optional topic at A-level and is assessed in Paper 2 (7192/2).

Specification

Development, underdevelopment and global inequality.

Bello; Frank; Rodney; Rostow; and Escobar.

Indicative content

- Different perspectives on the nature, extent and causes of development, underdevelopment and global inequality, including modernisation, dependency, Marxist, neo-liberal, environmentalist and post-development perspectives.
- Competing definitions and measurements of development, underdevelopment and global inequality.

Specification

Globalisation and its influence on the cultural, political and economic relationships between societies.

Cohen and Kennedy; Held and McGrew; Milanovic; Rosling; Sklair; and Wallerstein.

Indicative content

- Sociological debates about the nature, extent, causes and significance of cultural, political and economic aspects of globalisation.

Specification

The role of transnational corporations (TNCs), non-governmental organisations (NGOs) and international agencies in local and global strategies for development.

Buira; Edwards and Hulme; Klein; Moyo; and Stiglitz.

Indicative content

- Sociological debates about the role and effectiveness of transnational corporations in the development process.
- Sociological debates about the role and effectiveness of non-governmental organisations in the development process.
- Sociological debates about the role and effectiveness of international agencies such as the United Nations, World Bank, International Monetary Fund and World Trade Organisation in the development process.

Specification

Development in relation to aid and trade, industrialisation, urbanisation, the environment, and war and conflict.

Collier; Duffield; Hayter; Kaldor; and Sachs.

Indicative content

- Sociological debates about the role of aid, trade, industrialisation and urbanisation in the development process.
- The relationship between development and the environment, including debates about sustainable development, environmental change and green growth.
- Debates about the nature and causes of wars and conflict, and the effects of war and conflict on development.

Specification

Employment, education, health, demographic change and gender as aspects of development.

Boserup; Elson and Pearson; Lerner; Malthus; and Sen.

Indicative content

- The changing nature of employment as a result of development.
- The role of education in development, including different education systems.

- Health care systems and the nature of health and illness in developing countries.
- Trends, causes and significance for development of demographic change, including global population growth.
- The significance of gender in relation to development.

The media (4.2.7)

The media is an optional topic at A-level and is assessed in Paper 2 (7192/2).

Specification

The new media and their significance for an understanding of the role of the media in contemporary society.

Boyle; Cornford and Robbins; Jenkins; Keen; and MacKinnon.

Indicative content

- Competing views on the nature and significance of digital media in contemporary society.
- The growth and diversity of new media; control and use of new media.

Specification

The relationship between ownership and control of the media.

Bagdikian; Curran; Glasgow University Media Group; Miliband; and Whale.

Indicative content

- Sociological views, including Marxist, pluralist and postmodernist, on the ownership and control of the media.
- The pattern of ownership.
- The extent to which owners, as opposed to other groups, control the content.

Specification

The media, globalisation and popular culture.

Baudrillard; Fenton; Flew; McLuhan; and Tomlinson.

Indicative content

- Definitions of culture and the nature, causes and significance of global culture and global media on contemporary society.
- The effects of globalisation on popular culture and the role of the media, including debates about cultural imperialism.

Specification

The processes of selection and presentation of the content of the news.

Bivens; Davies; Galtung and Ruge; Herman and Chomsky; and Philo.

Indicative content

- Sociological views on the social construction of news, including practical, technological, (including the new media), organisational and ideological factors.
- The influence of audience, advertisers, the new media, media professionals and government on the content of news.

Specification

Media representations of age, social class, ethnicity, gender, sexuality and disability.

Barnes; Cohen; Cumberbatch; McRobbie; and Mulvey.

Indicative content

- The nature, causes, trends and significance of these representations.
- Changes in the representations of different groups.

Specification

The relationship between the media, their content and presentation, and audiences.

Blumer and McQuail; Gauntlett; Hall; Klapper and Morley.

Indicative content

- Different theories concerning the effects of the media on their audience.
- Methodological issues of researching media effects, including violent content.

Stratification and differentiation (4.2.8)

Stratification and differentiation is an optional topic at A-level and is assessed in Paper 2 (7192/2).

Specification

Stratification and differentiation by social class, gender, ethnicity and age.

Durkheim; Marx; Oakley; Pakulski and Waters; and Weber.

Indicative content

- Functionalist theories of stratification, eg meritocracy and role allocation.
- Marxist theories of stratification, eg relationship to the means of production, alienation, the role of state apparatuses and class consciousness.
- Weberian theories of stratification, eg life chances and the interplay of class, status and party/power.
- Feminist theories of stratification, eg patriarchy and different branches of feminism.
- Postmodernist theories of stratification, eg consumerism as differentiation and subjective aspects of differentiation.

Specification

Dimensions of inequality: class, status and power; differences in life-chances by social class, gender, ethnicity, age and disability.

Modood; Parsons; Shakespeare; Walby; Westergaard and Resler.

Indicative content

- Explanations of and changes to differences in life chances by social class, eg the upper class, wealth, income, the middle class, the working class, the underclass and differences in health, education and work chances.
- Explanations of and changes to differences in life chances by gender, eg the expressive role, gender socialisation, the reserve army of labour and differences in health, education and work chances.
- Explanations of and changes to differences in life chances by ethnicity, eg prejudice, discrimination, institutional racism and differences in health, education and work chances.

- Explanations of and changes to differences in life chances by age, eg the impact of an ageing population, the elderly, the young and differences in health, education and work chances.
- Explanations of and changes to differences in life chances by disability, eg social exclusion, poverty and differences in health, education and work chances.

Specification

The problems of defining and measuring social class; occupation, gender and social class.

Arber; Giddens; Runciman; Savage et al; and Southerton.

Indicative content

- Sociological approaches to the measurement of social class, eg neo-Marxist.
- The use of occupation, education and social status in measuring social class.
- The problems of defining and measuring social class, eg objective and subjective views of class and occupation, gender and social class.

Specification

Changes in structures of inequality, including globalisation and the transnational capitalist class, and the implications of these changes.

Marshall et al; Murray; Piketty; Roberts and Sklair.

Indicative content

- Changes in structures of inequality and the implications of these changes.
- Changes to the class structure of the UK.
- The impact of the global economy and the movement of capital, migration and immigration and its impact on stratification.

Specification

The nature, extent and significance of patterns of social mobility.

Dorling et al; Exley; Friedman and Laurison; Goldthorpe; and Platt.

Indicative content

- The nature, extent and significance of patterns of social mobility.
- Types of social mobility.

- Patterns, changes and impacts of social mobility in the UK.
- Measurement and studies of social mobility, problems of measuring social mobility and patterns and impacts of social mobility in the UK.

Crime and deviance (4.3.1)

Crime and deviance is a compulsory topic at A-level and is assessed in Paper 3 (7192/3).

Specification

Crime, deviance, social order and social control.

Becker; Lea and Young; Merton; Chambliss; and Wilson.

Indicative content

- Functionalist explanations of crime, deviance, social order and social control, eg positive functions of crime, adaptations to strain, types of subculture, differential association.
- Marxist and neo-Marxist explanations of crime, deviance, social order and social control, eg criminogenic capitalism, law making and critical criminology.
- Labelling theory of crime, deviance, social order and social control, eg the social construction of crime, the effects of labelling and deviance amplification.
- Right realist explanations of crime, deviance, social order and social control, eg the causes of crime and solutions to crime.
- Left realist explanations of crime, deviance, social order and social control, eg relative deprivation, subcultures and marginalisation.

Specification

The social distribution of crime and deviance by ethnicity, gender and social class, including recent patterns and trends in crime.

Carlen; Heidensohn; Patel and Tyrer; Pearce; Williams and Clarke.

Indicative content

- The social distribution of crime and deviance by ethnicity, including recent patterns and trends and different explanations for these, eg ethnicity and criminality, racism and the criminal justice system and victimisation.

- The social distribution of crime and deviance by gender, including recent patterns and trends and different explanations for these, eg feminism, the chivalry thesis, sex role theory, social control and liberation thesis.
- The social distribution of crime and deviance by social class, including recent patterns and trends and different explanations for these, eg selective law enforcement and white-collar crime.

Specification

Globalisation and crime in contemporary society; the media and crime; green crime; human rights and state crimes.

Castells; S. Cohen; Hobbs and Dunningham; McLaughlin; and White.

Indicative content

- Globalisation and crime in contemporary society, eg transnational organised crime, global criminal organisations, global capitalism and crimes of the powerful.
- The media and crime, eg media representations of crime, the media as a cause of crime and moral panics.
- Green crime, eg types of green crime and green criminology.
- Human rights and state crimes, eg war, genocide and torture, and human rights abuses.

Specification

Crime control, surveillance, prevention and punishment, victims, and the role of the criminal justice system and other agencies.

Christie; Foucault; Mawby and Walklate; Phillips and Webster; and Tombs and Whyte.

Indicative content

- Crime control, surveillance, prevention and punishment, eg crime prevention strategies, and sociological perspectives on punishment.
- Patterns of victimisation and explanations for these, eg positivist and critical victimology.
- The role of the criminal justice system and other agencies, eg the role of police, courts and prisons.