



A Level Sociology

Advanced information provided by AQA February 2022

Information

- This advance information covers all examined components.
- For each paper, the list shows the major focus of the content of the high tariff questions, worth 20 marks or more, with the exception of questions where Methods in Context is assessed.
- Advance information is not provided on Methods in Context.
- Content not explicitly given in the list may appear in lower tariff questions or via questions which require students to draw out links with other content studied in the specification.
- It is not permitted to take this notice into the examination.

Advice:

- Students and teachers should consider how to focus their revision of other non-listed parts of the specification, which may be tested in the lower tariff questions worth 10 marks or less.
- Students and teachers should consider how to focus their revision of other non-listed parts of the specification, for example to review whether other content may provide knowledge which helps understanding in relation to the areas being tested in 2022.
- Students will be credited for using any relevant knowledge from any non-listed content areas when answering questions.
- Students will still be expected to apply their knowledge to unfamiliar situations.
- Students will be expected to draw out links with other content studied in this specification.

Paper 1: Education with Theory and Methods (7192/1)

The Integral elements and Core themes as listed in the specification retain their underlying importance for all topics.

Education:

4.1.1. The significance of educational policies, including problems 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.

Specification	Minimum content to be covered
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	<p>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.</p> <p>Ball, Whitty, David</p> <p>The impact of educational policies aimed at achieving greater equality of opportunity or outcome, eg the comprehensive system, compensatory education policies, education action zones and tuition fees.</p> <p>Douglas, Keddie, Ball</p> <p>Education policies in relation to gender and ethnic differences and their impact, eg GIST, WISE and multicultural education.</p> <p>Francis, Sewell, Mirza</p> <p>Different sociological explanations of the impact of educational policies, eg in relation to parentocracy and differences in economic and cultural capital.</p> <p>Gewirtz, Gillborn & Youdell, Bartlett</p>

Methods in Context: No advance information provided.

Paper 2: Topics in Sociology (7192/2)

The Integral elements and Core themes as listed in the specification retain their underlying importance for all topics.

Families and Households:

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

Specification	Content
The relationship of the family to the social structure and social change, with particular reference to the economy and to state policies	<p>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.</p> <p>Parsons, Murdock, Zaretsky, Oakley</p> <p>The impact of government legislation, eg divorce, adoption and same sex marriage, and policies, eg education, housing and welfare, on the family.</p> <p>Donzelot, Leonard, Murray</p>

Beliefs in Society:

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

Specification	Content
Ideology, science and religion, including both Christian and non-Christian religious traditions	Science as a social construct. Issues in defining religion. Durkheim, Giddens, Berger Religion and science as belief systems and ideological influences. Bainbridge, Weber, Berger Different theoretical views on the role and function of religion, eg functionalist, Marxist (including neo-Marxist), feminist and postmodernist. Durkheim, Parsons, Marx, El Sadaawi

Paper 3: Crime and Deviance with Theory and Methods (7192/3)

The Integral elements and Core themes as listed in the specification retain their underlying importance for all topics.

Crime and Deviance:

4.3.1 Crime, deviance, social order and social control.

Specification	Content
Crime, deviance, social order and social control	<p>Functionalist explanations of crime, deviance, social order and social control, eg positive functions of crime, adaptations to strain, types of subculture, differential association.</p> <p>Durkheim, Merton, A.K.Cohen, Cloward and Ohlin</p> <p>Marxist and neo-Marxist explanations of crime, deviance, social order and social control, eg criminogenic capitalism, law making and critical criminology.</p> <p>Marx, Chambliss, Snider, Taylor, Walton & Young</p> <p>Labelling theory of crime, deviance, social order and social control, eg the social construction of crime, the effects of labelling and deviance amplification.</p> <p>Becker, Cicourel, Lemert, S.Cohen, Braithwaite</p> <p>Right realist explanations of crime, deviance, social order and social control, eg the causes of crime and solutions to crime.</p> <p>Wilson, Murray, Wilson & Kelling, Felson</p> <p>Left realist explanations of crime, deviance, social order and social control, eg relative deprivation, subcultures and marginalisation.</p> <p>Young, Lea & Young</p>

Theory and Methods:

4.3.2: consensus, conflict, structural and social action theories.

Specification	Content
Consensus, conflict, structural and social action theories	<p>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.</p> <p>Marx, Gramsci, Althusser, Durkheim, Parsons, Merton</p> <p>The difference between structural theories such as functionalism and Marxism, and action theories; the main types of action theory, such as social action theory, symbolic interactionism and ethnomethodology.</p> <p>Weber, Mead, Blumer, Becker, Goffman, Garfinkel</p>