

For exams January, May and November onwards  
For teaching from September 2024 onwards.

**SPECIFICATION**

LRN INTERNATIONAL GCSE  
**SOCIOLOGY**  
(6112)



Learning  
Resource  
Network



THE QUEEN'S AWARDS  
FOR ENTERPRISE:  
INTERNATIONAL TRADE

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## BACKGROUND TO LRN

Learning Resource Network (LRN) is a recognised Awarding Organisation that offers a range of qualifications to candidates, educational institutes, training providers, schools and employers. LRN is recognised for its high quality qualifications that enable candidates to progress to other areas of study and employment in their designated fields. In producing its qualifications, LRN uses the experience and expertise of academics, professionals working in the pertinent industries and assessment practitioners with a wealth of best practice and knowledge of validation, verification, delivery and assessment.

## ACCOLADES

### Queen's Award

In April 2020, LRN received the Queen's Award for Enterprise for International Trade. LRN is one of 220 organisations in the UK to be recognised with this prestigious accolade. This was in recognition of the expansion LRN brought to the overseas qualification market.

## MANAGEMENT SYSTEMS

LRN has been awarded international accreditation as part of its quality controls, policies, systems and overall approach to its management systems. These awards are externally validated by the British Assessment Bureau. LRN has achieved accreditation in the form of ISO 9001: Quality Management Systems, ISO 14001: Environment Management Systems and ISO 27001: Information Security Management Systems.

## CUSTOMER SERVICE EXCELLENCE

LRN has achieved the prestigious award of Customer Service Excellence. This is in recognition of its customer service practices, approach to managing and dealing with UK and Overseas customer needs, including the diverse needs of its centres.

LRN was the first UK Awarding Organisation to achieve Customer Service Excellence. Following reaccreditation in 2019, LRN received an award for Customer Service Excellence: Compliance Plus, demonstrating that LRN went above and beyond the delivery of its customer service principles.



## INTRODUCTION

This specification provides an overview to the LRN International GCSE Sociology<sup>1</sup>. This document is suitable for various users, including candidates, centres, administrators, employers, parents/guardians, teachers (and other related staff) and examiners. The specification outlines the key features and administrative procedures required for this international qualification.

## OBJECTIVE

The LRN International GCSE Sociology is designed to enable international candidates to demonstrate their ability in terms of understanding the core principles of sociology accompanied by the study of a range of contemporary topics explored by sociologists as well as the study of how sociologists carry out research.

## MODE OF DELIVERY

This qualification has been constructed to be delivered within centres. Centres will need to demonstrate to LRN, through the centre recognition processes, that they have the resources, facilities and competence to deliver. However, centres must be able to demonstrate, in line with LRN's criteria, that they have the means, capability, capacity and resources (including suitably qualified centre staff) to deliver by the method chosen by the centre.

## PROGRESSION

The LRN International GCSE Sociology has been designed to reflect the wide variation in candidates' origins, levels of education and career aims. Progression opportunities may, therefore, take a variety of paths. Depending on the level of qualification achieved, it may be appropriate for the candidate to progress to:

1. Similar level 2 qualification in Sociology;
2. LRN Level 2 Certificate or Diploma in Pre-A Foundation Studies;
3. LRN Level 3 Diploma in Pre-U Foundation Studies;
4. A higher level of any qualification – e.g. A-Level, Diploma
5. Vocationally Related Qualifications

## QUALIFICATION OVERVIEW

Number	Subject Content	AO	Exam
1	Introduction to Sociology- Theories, Concepts and Processes	1,2 and 3	Combination of written exam papers (externally set and marked).  <b>Paper 1:</b> Short & medium length questions and essay-based questions  Duration: 1 hour and 45 minutes  <b>Paper 2:</b> Short & medium length question and essay-based questions  Duration: 1 hour and 45 minutes
2	Family and households	1,2 and 3	
3	Education	1,2 and 3	
4	Carrying out Sociological Research	1,2 and 3	
5	Criminality, Deviance and Control	1,2 and 3	
6	Stratification, Inequality and Poverty	1, 2 and 3	

## BREAKDOWN OF ASSESSMENT OBJECTIVES

**AO 1** – demonstrate knowledge and understanding of theories, evidence, key concepts and methods.

**AO 2** – apply knowledge and understanding of sociological theories, evidence, key concepts and methods.

**AO 3** – analyse and evaluate sociological theories, evidence, key concepts and methods in order to present arguments, inform judgements and draw conclusions.

## ASSESSMENT

The assessment for this qualification consists of written exam papers, set and marked by the LRN.

Assessment objectives (AOs)	Weighting	
	Paper 1	Paper 2
AO1	50%	50%
AO2	30%	30%
AO3	20%	20%

## GUIDED LEARNING HOURS

The guided learning hours (GLH) for this qualification are 130. Please note the hours stated are indicative.

## ENTRY

One entry, for each learner, per qualification is sufficient and will cover all the question papers (and the practical assessment) including certification.

## PRIVATE CANDIDATES

Centres are advised that private candidates are only to be enrolled with prior agreement and confirmation from LRN.

## GRADING

Results are reported, as 9 to 1.

## RESULTS

Exam series are in:

- January (results released in March)
- June (results released in August)
- November (results released in January)

## RE-TAKES

Whereas candidates can re-take the whole qualification as often as they wish, individual components cannot be re-taken as it is a traditional linear specification. Please remember, one entry per qualification is sufficient and will cover all the question papers including certification.

## CUSTOMER SERVICE STATEMENT

Learning Resource Network (LRN) is committed to ensuring all customers are dealt with promptly and in a professional and helpful manner. In order to guarantee this, we commit to ensuring the following in our day to day interactions with candidates, assessment centres and our stakeholder network:

- All customers will be treated equally and with respect;
- All customer information will only be used in a way which has been agreed in advance, unless we are informed of something that places them or others at risk of harm;
- All customers will be treated by staff in a professional manner.

LRN has arrangements in place to provide a telephone and e-mail helpdesk which will be staffed from 09:00 to 17:00 from Monday to Friday. Furthermore, it will respond to each e-mail, letter or telephone message it receives regarding feedback on its qualifications, centre approvals process or other matters relating to its products and/or services. The timetable for responding is as follows:

- E-mail: 5 working days
- Letter: 5 working days
- Telephone message: 5 working days

## DIVERSITY AND EQUALITY

Learning Resource Network (LRN) is committed to ensuring fair and equal access to its qualifications, examinations and support materials. Our Diversity and Equality policy seeks to eliminate unjustifiable discrimination, harassment and/or victimisation and to advance equality of opportunity, thereby ensuring all candidates are treated fairly, in accordance with the protected characteristics of the Equality Act 2010. Specifically, we comply fully with the requirements laid out in the Equality Act 2010. In addition, and within the constraints of this policy, LRN will have due regard for the General data Protection Regulations (GDPR) in the retention of information which is unnecessary.

1	<b>Introduction to Sociology- Theories, Concepts and Processes</b>		
<b>Aim</b> The aim of this subject content is to provide students with the core knowledge that is essential to anyone studying sociology. The themes explored in this unit are central to sociological understanding and underpin the debates they will explore in later topics as part of the GCSE course. Students are introduced to key sociological theories and are given an understanding of the key processes involved in socialisation and the acquisition of identity.			
<b>Learning Outcomes- The learner will:</b>		<b>Assessment Criteria- The learner can:</b>	
1	Understand key sociological theories including their historical context and relevance to today's society.	1.1	<b>Explain</b> how society works from the perspective of consensus and conflict theories including functionalism (consensus), Marxism (conflict) and feminism (conflict).
		1.2	<b>Analyse</b> the extent to which the perspectives of functionalism, Marxism and feminism can be applied to contemporary society.
		1.3	<b>Distinguish</b> between traditional sociological theories (functionalism, Marxism and feminism) and the theory of postmodernism including the postmodern critique of traditional sociological theories.
2	Understand the process of socialisation.	2.1	<b>Identify</b> the key agencies of socialisation including: <ul style="list-style-type: none"> <li>• Family</li> <li>• Education</li> <li>• Peer group</li> <li>• Media</li> <li>• Religion</li> <li>• Workplace</li> </ul>
		2.2	<b>Explain</b> how the key agencies of socialisation provide socialisation.
		2.3	<b>Evaluate</b> the effectiveness of each agency in its role of providing socialisation to individuals.
		2.4	<b>Analyse</b> the process of socialisation from different theoretical perspectives including: <ul style="list-style-type: none"> <li>• The functionalist view of socialisation creating a value consensus</li> <li>• The Marxist view of socialisation into capitalist ideology</li> <li>• The feminist view of socialisation into patriarchal ideology</li> </ul>



3	Understand how identity is formed.	3.1	<p><b>Identify</b> key aspects that make up a person's identity including:</p> <ul style="list-style-type: none"> <li>• Social class</li> <li>• Age</li> <li>• Gender</li> <li>• Ethnicity</li> </ul>
		3.2	<b>Explain</b> how different agencies of socialisation (family, education, peer group, media, religion, workplace) can reinforce a person's identity.
		3.3	<b>Explain</b> how globalisation has led to the creation of hybrid identities.
		3.4	<b>Analyse</b> the postmodernist view that identities are now consumed rather than ascribed by characteristics such as social class, age, gender or ethnicity.
4	Understand the mechanisms of social control that exist in society	4.1	<b>Distinguish</b> between formal social control and informal social control.
		4.2	<p><b>Identify</b> the agencies of formal social control and explain how they control people's behaviour:</p> <ul style="list-style-type: none"> <li>• Government</li> <li>• Police</li> <li>• Courts</li> <li>• Prisons</li> <li>• Armed forces</li> </ul>
		4.3	<p><b>Identify</b> the agencies of informal social control and explain how they control people's behaviour:</p> <ul style="list-style-type: none"> <li>• Family</li> <li>• Education</li> <li>• Peer group</li> <li>• Media</li> <li>• Religion</li> <li>• Workplace</li> </ul>
		4.4	<b>Evaluate</b> the effectiveness of formal and informal social control through looking at the reasons why some individuals/groups are resistant to social control.

		4.5	<b>Analyse</b> the purpose of social control from different theoretical perspectives including: <ul style="list-style-type: none"><li>• The functionalist view of social control creating a value consensus</li><li>• The Marxist view of social control used as a way maintaining the capitalist system</li><li>• The feminist view of social control used as a way of maintaining gender inequality and the oppression of women</li></ul>
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2	<b>Families and households</b>		
<b>Aim</b> The aim of this subject content is to provide students with an understanding of the changing nature of families and households in the 21 <sup>ST</sup> Century. There is a focus on diversity within family and household structures whilst students also explore the family through the lens of traditional sociological theories and look at the impact of global demographic changes.			
<b>Learning Outcomes- The learner will:</b>		<b>Assessment Criteria- The learner can:</b>	
1	Understand the role and purpose of the family for individuals and society as a whole.	1.1	<b>Evaluate</b> the functionalist perspective of the family with a focus on how the family benefits its members and society as a whole.
		1.2	<b>Evaluate</b> the Marxist perspective of the family with a focus on how the family benefits and reinforces the capitalist system.
		1.3	<b>Evaluate</b> the feminists perspective of the family with a focus on how the family reinforces patriarchy and leads to the oppression of females.
		1.4	<b>Analyse</b> the extent to which the family still performs the functions suggested by functionalist, Marxist and feminist sociologists.
2	Understand the changing nature of families and households in society today and the reasons for the growth in family diversity.	2.1	<b>Identify and define</b> the different family structures that exist in society today including: <ul style="list-style-type: none"> <li>• Nuclear family</li> <li>• Extended family (horizontal, vertical and modified)</li> <li>• Reconstituted family</li> <li>• Lone parent family</li> <li>• Empty nest family</li> <li>• Childless family</li> </ul>
		2.2	<b>Identify and define</b> variations in types of relationship/marriage including: <ul style="list-style-type: none"> <li>• Arranged marriages</li> <li>• Empty shell marriages</li> <li>• Cohabitation</li> <li>• Serial monogamy</li> <li>• Same-sex marriage</li> <li>• Polygamy</li> </ul>

		2.3	<p><b>Explain</b> the reasons for the changing nature of families, marriage and divorce in society today including:</p> <ul style="list-style-type: none"> <li>• Decline in stigma</li> <li>• Changes in the law</li> <li>• Increased expectations of marriage</li> <li>• Secularisation</li> <li>• Changes in the position of women</li> </ul>
		2.4	<p><b>Analyse</b> the impact of increased family diversity from the perspective of functionalists, feminists, postmodern and New Right sociologists.</p>
3	Understand demographic changes and the impact that these changes have had on individuals, families and households.	3.1	<p><b>Explain</b> the factors that have caused a decline in the birth rate including:</p> <ul style="list-style-type: none"> <li>• Contraception</li> <li>• Changing position of women</li> <li>• Decline in the infant mortality rate</li> </ul>
		3.2	<p><b>Explain</b> the factors that have caused a decline in the death rate including:</p> <ul style="list-style-type: none"> <li>• Increased understanding of health risks</li> <li>• Increased medical provision</li> <li>• Decline in dangerous jobs</li> </ul>
		3.3	<p><b>Evaluate</b> the impact of an ageing population with a focus on the benefits/drawbacks experienced by families</p>
4	Understand the changing nature of relationships within the family including relationships between partners and relationships between adults and children.	4.1	<p><b>Explain</b> factors that have led to changes in conjugal roles.</p>
		4.2	<p><b>Evaluate</b> arguments to show that relationships between partners are equal in society today.</p>
		4.3	<p><b>Evaluate</b> arguments to show that relationships between partners are not equal in society today.</p>
		4.4	<p><b>Explain</b> factors that have led to changes in the position of children in society today.</p>
		4.5	<p><b>Evaluate</b> arguments which support the March of Progress view related to the position of children in the family and wider society today.</p>
		4.6	<p><b>Evaluate</b> arguments which support the conflict view related to the position of children in the family and wider society today.</p>

3	<b>Education</b>		
<p><b>Aim</b></p> <p>The aim of this topic is to give student the opportunity to explore the different forms of education that exist and to explore the role that education plays in contemporary societies. The role of education is analysed through key sociological theories. Students study educational inequality by exploring the way in which achievement is influenced by social class, gender and ethnicity.</p>			
<b>Learning Outcomes- The learner will:</b>		<b>Assessment Criteria- The learner can:</b>	
1	Understand the different types of school and different approaches to education that exist today.	1.1	<p><b>Identify</b> various types of school that exist including:</p> <ul style="list-style-type: none"> <li>• State schools</li> <li>• Private (fee paying) schools</li> <li>• Selective schools</li> <li>• Single-sex schools</li> <li>• Faith schools</li> <li>• Free schools</li> </ul>
1.2		<p><b>Evaluate</b> the effectiveness of each different type of school by looking at specific strengths and limitations of each school type.</p>	
1.3		<p><b>Identify</b> different approaches to education including:</p> <ul style="list-style-type: none"> <li>• Home schooling</li> <li>• Vocational learning</li> <li>• Progressive schooling</li> </ul>	
1.4		<p><b>Evaluate</b> the effectiveness of each different approach to education by looking at specific strengths and limitation of each approach.</p>	
2	Understand the role of education from the perspective of different sociological theories.	2.1	<p><b>Evaluate</b> the functionalist perspective of the role of education with a focus on how education benefits individual pupils and society as a whole.</p>
2.2		<p><b>Evaluate</b> the Marxist perspective of the role of education with a focus on how education benefits and reinforces the capitalist system.</p>	
2.3		<p><b>Evaluate</b> the feminist perspective of the role of education with a focus on how education reinforces patriarchy and leads to the oppression of females.</p>	

3	Understand the impact that social class has on educational achievement and understand the factors related to social class which affect a pupil's experience of education.	3.1	<b>Identify</b> trends and patterns in relation to social class and educational achievement.
		3.2	<b>Evaluate</b> external factors that cause social class differences in achievement including: <ul style="list-style-type: none"> <li>• Material deprivation</li> <li>• Speech codes</li> <li>• Cultural capital</li> <li>• Attitudes and values</li> </ul>
		3.3	<b>Evaluate</b> internal factors that cause social class differences in achievement including <ul style="list-style-type: none"> <li>• Labelling and the self-fulfilling prophecy</li> <li>• Setting and streaming</li> <li>• The formation of pro-school and anti-school subjects</li> </ul>
4	Understand the impact that gender has on educational achievement and understand the factors related to gender which affect a pupil's experience of education.	4.1	<b>Identify</b> trends and patterns in relation to gender and educational achievement.
		4.2	<b>Evaluate</b> the external factors that cause gender differences in achievement including: <ul style="list-style-type: none"> <li>• The rise of feminism</li> <li>• Employment laws</li> <li>• Crisis of masculinity</li> </ul>
		4.3	<b>Evaluate</b> the internal factors that cause gender differences in achievement including: <ul style="list-style-type: none"> <li>• Labelling and the self-fulfilling prophecy</li> <li>• The feminisation of education</li> <li>• Laddish subcultures</li> </ul>
5	Understand the impact that ethnicity has on educational achievement and understand the factors related to ethnicity which affect a pupil's experience of education.	5.1	<b>Identify</b> trends and patterns in relation to ethnicity and educational achievement.
		5.2	<b>Evaluate</b> the external factors that cause ethnic differences in achievement including: <ul style="list-style-type: none"> <li>• Material deprivation</li> <li>• Institutional racism</li> <li>• Language in the home</li> <li>• Attitudes and values</li> </ul>

		5.3	<b>Evaluate</b> the internal factors that cause ethnic differences in achievement including: <ul style="list-style-type: none"><li>• Labelling and the self-fulfilling prophecy</li><li>• Ethnocentric curriculum</li><li>• Ethnic role models in schools</li><li>• The formation of pro-school and anti-school subcultures</li></ul>
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4	<b>Carrying out Sociological Research</b>		
<p><b>Aim</b></p> <p>The aim of this topic is to give student the opportunity to explore the ways in which sociological research is carried out. Students are introduced to the key approaches adopted by sociologists when carrying out research and are afforded the opportunity to understand the barriers that sociologists face when carrying out research.</p>			
<b>Learning Outcomes- The learner will:</b>		<b>Assessment Criteria- The learner can:</b>	
1	Understand key concepts and factors that influence a sociologists choice of research method	1.1	<b>Explain</b> what is meant by primary data and secondary data and <b>distinguish</b> between these types of data
		1.2	<b>Explain</b> what is meant by quantitative and qualitative data and <b>distinguish</b> between these types of data
		1.3	<p><b>Explain</b> the practical factors that influence a sociologists choice of research method including:</p> <ul style="list-style-type: none"> <li>• Time</li> <li>• Money</li> <li>• Social skills</li> <li>• Funding bodies</li> </ul>
		1.4	<p><b>Explain</b> the ethical factors that influence a sociologists choice of research method including:</p> <ul style="list-style-type: none"> <li>• Consent</li> <li>• Anonymity</li> <li>• Avoiding harm/danger</li> <li>• Right to withdraw</li> </ul>
2	Understand positivist and interpretivist approaches to carrying out sociological research.	2.1	<p><b>Explain</b> the way that research is carried out by positivists with a specific focus on:</p> <ul style="list-style-type: none"> <li>• Objectivity</li> <li>• Quantitative data</li> <li>• Trends and patterns</li> <li>• Representativeness</li> <li>• Reliability</li> </ul>



		2.2	<p><b>Explain</b> the way that research is carried out by interpretivists with a specific focus on:</p> <ul style="list-style-type: none"> <li>• Subjectivity</li> <li>• Qualitative data</li> <li>• Thoughts, feelings and emotions</li> <li>• Rapport</li> <li>• Empathy</li> <li>• Validity</li> </ul>
3	Understand the different ways that sociologists choose a sample of participants for their research.	3.1	<p><b>Explain the different sampling methods used by sociologists including:</b></p> <ul style="list-style-type: none"> <li>• Random sampling</li> <li>• Stratified sampling</li> <li>• Systematic sampling</li> <li>• Quota sampling</li> <li>• Snowball sampling</li> </ul>
		3.2	<b>Evaluate</b> the usefulness of sampling methods by looking at the strengths and limitations of each form of sampling
4	Understand the different primary methods that are used in sociological research	4.1	<b>Evaluate</b> the usefulness of primary methods that sociologists use by making reference to practical and ethical strengths and limitations.
		4.2	<b>Evaluate</b> the usefulness of primary methods that sociologists use by analysing each method from the perspective of positivist and interpretivist sociologists.
		4.3	<b>Evaluate</b> the usefulness of primary methods that sociologists use by making reference to practical and ethical strengths and limitations.
5	Understand the different secondary sources that are used by sociologists in sociological research.	5.1	<p><b>Explain</b> the different secondary sources that sociologists analyse when carrying out research including:</p> <ul style="list-style-type: none"> <li>• Official statistics</li> <li>• Public documents</li> <li>• Personal documents</li> </ul>
		5.2	<b>Evaluate</b> the usefulness of the secondary sources that sociologists use for research by analysing each source through making reference to practical and ethical strengths and limitations.

		5.3	<b>Evaluate</b> the usefulness of the secondary sources that sociologists use for research by analysing each methods from the perspective of positivist and interpretivist sociologists.
<b>6</b>	Understand the step by step process undertaken by sociologists when carrying out research	6.1	<b>Explain</b> the steps that sociologists go through when conducting research including: <ul style="list-style-type: none"> <li>• Selecting a topic</li> <li>• Formulating an aim or hypothesis</li> <li>• Carrying out a pilot study</li> <li>• Analysing data</li> <li>• Triangulation</li> </ul>

5	<b>Criminality, Deviance and Control</b>		
<b>Aim</b> The aim of this topic is to give student the opportunity to explore the different types of crime that exist and the reasons for criminality. Learners analyse crime and deviance through the lens of key sociological theories and explore the relationship between different social groups and crime. Students also discover how crime is measured and look at the strategies in place to prevent crime.			
<b>Learning Outcomes- The learner will:</b>		<b>Assessment Criteria- The learner can:</b>	
1	Understand the way that crime and deviance are defined and be aware of the different types of crime that exist.	1.1	<b>Explain</b> what is meant by the terms 'crime' and 'deviance' and <b>distinguish</b> between them.
1.2		<b>Identify</b> and <b>explain</b> different types of crime including: <ul style="list-style-type: none"> <li>• Utilitarian crime</li> <li>• Non-utilitarian crime</li> <li>• White-collar crime</li> <li>• Corporate crime</li> <li>• Global crime</li> <li>• Cyber crime</li> <li>• Hate crime</li> <li>• Green crime</li> </ul>	
1.3		<b>Explain</b> the ways in which crime and deviance are socially constructed based on time and location.	
2	Understand the way that crime and deviance are measured and understand the limitations of these measurements.	2.1	<b>Explain</b> how official crime statistics are gathered
2.2		<b>Evaluate</b> the usefulness of official crime statistics by examining their strengths and weaknesses.	
2.3		<b>Explain</b> the role of victim surveys in gathering information on crime.	
2.4		<b>Evaluate</b> the usefulness of Victim Surveys by examining their strengths and weaknesses.	

		2.5	<b>Explain</b> the role of self-report studies in gathering information on crime.
		2.6	<b>Evaluate</b> the usefulness of Self-Report Studies by examining their strengths and weaknesses.
3	Understand sociological perspectives on crime and deviance.	3.1	<b>Evaluate</b> the functionalist perspective on crime and deviance with a focus on the positive functions of crime.
		3.2	<b>Evaluate</b> the interactionist perspective on crime and deviance with a focus on labelling, the self-fulfilling prophecy and moral panics.
		3.3	<b>Evaluate</b> the Marxist perspective on crime and deviance with a focus on the relationship between capitalism and crime and selective law enforcement.
4	Understand the patterns and explanations of crime and deviance in relation to social class, age, gender and ethnicity	4.1	<b>Identify</b> trends in relation to social class and crime.
		4.2	<b>Evaluate</b> the factors which lead to social class differences in patterns of offending, arrest and conviction.
		4.3	<b>Identify</b> trends in relation to age and crime.
		4.4	<b>Evaluate</b> the factors which lead to age differences in patterns of offending, arrest and conviction.
		4.5	<b>Identify</b> trends in relation to gender and crime.
		4.6	<b>Evaluate</b> the factors which lead to gender differences in patterns of offending, arrest and conviction.
		4.7	<b>Identify</b> trends in relation to ethnicity and crime.
5	Understand the attempts that are made to prevent, reduce and control crime.	5.1	<b>Identify</b> the different forms of punishment that exist including: <ul style="list-style-type: none"> <li>• Prison</li> <li>• Community service</li> <li>• Financial penalties</li> <li>• Electronic tagging</li> <li>• Restraining orders</li> <li>• Disqualifications and bans e.g. driving</li> </ul>

		5.2	<b>Explain</b> the different tactics used to reduce crime including: <ul style="list-style-type: none"> <li>• Zero tolerance policing</li> <li>• Stop and search</li> <li>• Surveillance</li> <li>• Environmental crime prevention</li> <li>• Social and community crime prevention</li> </ul>
		5.3	<b>Analyse</b> the aims of punishment including: <ul style="list-style-type: none"> <li>• Retribution</li> <li>• Deterrence</li> <li>• Rehabilitation</li> <li>• Protection</li> </ul>

6		Stratification, Inequality and Poverty	
<b>Aim</b>			
The aim of this topic is to give students the opportunity to examine inequalities on a holistic scale. Students cover key sociological perspectives on stratification and look at the disparity that exists between different social groups when it comes to life chances. Students also focus on the issue of poverty and the measures that are being taken to deal with the problem of poverty.			
Learning Outcomes- The learner will:		Assessment Criteria- The learner can:	
1	Understand sociological perspectives on social stratification.	1.1	<b>Evaluate</b> the functionalist perspective on social stratification with a focus on the necessity and desirability of stratification and inequality within societies.
		1.2	<b>Evaluate</b> the Marxist perspective on social stratification with a focus on the inequalities caused and amplified by capitalism.
		1.3	<b>Evaluate</b> the Weberian perspective on social stratification with a focus on the areas of class, status and party.
		1.4	<b>Evaluate</b> the feminist perspective on social stratification with a focus on patriarchy and the inferior position of women within society.
2	Understand differing notions of poverty, the causes of poverty and the attempts that are being made to reduce poverty	2.1	<b>Explain</b> different types of poverty including: <ul style="list-style-type: none"> <li>• Absolute poverty</li> <li>• Relative poverty</li> <li>• Environmental poverty</li> <li>• Subjective poverty</li> </ul>
		2.2	<b>Evaluate</b> explanations for the causes of poverty including: <ul style="list-style-type: none"> <li>• The poverty trap</li> <li>• The cycle of deprivation</li> <li>• Welfare dependency and the underclass</li> </ul>
		2.3	<b>Analyse</b> the causes of poverty from the perspective of functionalist, New Right, Marxist and feminist sociologists.
		2.4	<b>Explain</b> the impact that globalisation has had on poverty.
		2.5	<b>Explain</b> measures that have been put in place by government and non-government organisations to reduce poverty.

3	Understand the inequalities that exist between different social groups in society today	3.1	<p><b>Explain</b> how different social classes experience different life chances in relation to:</p> <ul style="list-style-type: none"> <li>• Education</li> <li>• Media portrayal</li> <li>• Employment opportunities</li> <li>• Income and wealth</li> <li>• Health</li> </ul>
		3.2	<p><b>Explain</b> how those of different age groups experience different life chances in relation to:</p> <ul style="list-style-type: none"> <li>• Media portrayal</li> <li>• Employment opportunities</li> <li>• Income and wealth</li> <li>• Health</li> </ul>
		3.3	<p><b>Explain</b> how different genders experiences different life chances in relation to:</p> <ul style="list-style-type: none"> <li>• Education</li> <li>• Media portrayal</li> <li>• Employment opportunities</li> <li>• Income and wealth</li> <li>• Health</li> <li>• Sexual harassment</li> </ul>
		3.4	<p><b>Explain</b> how different ethnicities experience different life chances in relation to:</p> <ul style="list-style-type: none"> <li>• Education</li> <li>• Media portrayal</li> <li>• Employment opportunities</li> <li>• Income and wealth</li> <li>• Health</li> <li>• Conviction for criminal offences</li> </ul>
		3.5	<p><b>Analyse</b> the attempts that have been made to bridge the gap between different social groups and the variation in life chances.</p>