Year 12						
Subject	**Half Term 1**	**Half term 1**	**Half Term 2**	**Half term 2**	**Half term 3**	**Half term 3**
Topic / Specification reference	Component 1 Section A: Socialisation and culture. Compulsory Unit	Component 1 Section A: Education	Component 1 Section B: Option 1 – Families and Households.	Component 1 Section A: Education	Component 1 Section B: Option 1 – Families and Households.	Component 1 Section A: Education
Knowledge	**The social construction of culture** Definition of culture as a way of life and of terms such as norms, values, beliefs, roles, status/ Aspects of culture such as dress, language, food, music. Meaning of the social construction of culture such as feral children, social change and the nature/nurture debate Cultural diversity and sub-culture/s. **The process and agencies of socialisation** The process of primary and secondary socialisation through role models, imitation, sanctions and processes linked to specific agencies of socialisation The process of cultural transmission through primary socialisation □ families □ The process of cultural transmission through secondary socialisation □ peers, education, religion, the media and work □ Formal/informal social control Examples of the influence of socialisation on identity. Identity: personal and social Gender □ Class □ Ethnicity □ Nationality.	**The role and function of education** in contemporary society Contemporary **social policy** with regard to education in society The influence of **material factors and cultural** factors on attainment	**Family forms and diversity** **Theoretical perspectives of families and households:** functionalist, Marxist, feminist, postmodernist, New Right	The influence of processes such as **labelling** within the education system and in wider society on patterns and trends in educational attainment **Patterns and trends of differential attainment** and participation with reference to social class, gender and ethnicity	**Demographic changes** including marriage, divorce, cohabitation, life expectancy, fertility, singlehood **Relationships in families and households** with reference to social change	Theoretical perspectives of education: functionalist, **Marxist interactionist, feminist, New Right, postmodernist**
Skills	**AO1** Demonstrate knowledge and understanding of: -sociological theories, concepts and evidence --sociological research methods **AO2** Apply sociological theories, concepts, evidence and research methods to a range of issues.	AO1 Demonstrate knowledge and understanding of: -sociological theories, concepts and evidence -sociological research methods AO2 Apply sociological theories, concepts, evidence and research methods to a range of issues AO3 Analyse and evaluate sociological theories,	AO1 Demonstrate knowledge and understanding of: -sociological theories, concepts and evidence -sociological research methods AO2 Apply sociological theories, concepts, evidence and research methods to a range of issues AO3 Analyse and evaluate sociological theories,	AO1 Demonstrate knowledge and understanding of: -sociological theories, concepts and evidence -sociological research methods AO2 Apply sociological theories, concepts, evidence and research methods to a range of issues AO3 Analyse and evaluate sociological theories,	AO1 Demonstrate knowledge and understanding of: -sociological theories, concepts and evidence -sociological research methods AO2 Apply sociological theories, concepts, evidence and research methods to a range of issues AO3 Analyse and evaluate sociological theories,	AO1 Demonstrate knowledge and understanding of: -sociological theories, concepts and evidence -sociological research methods AO2 Apply sociological theories, concepts, evidence and research methods to a range of issues AO3 Analyse and evaluate sociological theories,

		concepts, evidence and research methods in order to: -present arguments --make judgements -draw conclusions	concepts, evidence and research methods in order to: -present arguments --make judgements -draw conclusions	concepts, evidence and research methods in order to: -present arguments --make judgements -draw conclusions	concepts, evidence and research methods in order to: -present arguments --make judgements -draw conclusions	concepts, evidence and research methods in order to: -present arguments --make judgements -draw conclusions
Key vocabulary	Culture, norms, values, roles, status, cultural diversity, subcultures, material culture, non-material culture. Socialisation, primary socialisation, secondary socialisation, agencies of socialisation, sanctions. Formal/ informal sanctions. Formal/ informal social control. Gender/ Class/ Ethnic/ National identity. Primary/secondary identity.	League tables, state school, academies, policies, hidden curriculum, material deprivation, cultural deprivation, cultural capital, formal and informal socialisation, meritocracy, immediate and deferred gratification, elaborated and restricted codes	Family diversity: -Lone-parent families. -Polyamory -Polygamy. -blended families -extended families (vertical, horizontal, beanpole). Same-sex families **Theoretical** Structure/interaction Functionalism: Consensus Social solidarity Division of labour *Instrumental/ expressive roles/ functional fit/ biological determinism.* *Conflict* *Marxism:* *Bourgeoisie* *Proletariat* *Exploitation* *Means of production false consciousness* *Ruling class ideology.* *Feminism:* *Liberal/radical/Marxist/ intersectionality/ patriarchy/ patriarchal terrorism.*	Labelling, self- fulfilling prophecy, Lads, Halo effect, streaming and setting, marketisation, high status knowledge and low status knowledge, Rasta heads, racism, feminisation of the education system, industrialisation, role models,	Demography: Fertility rate Mortality rate Birth rate Patterns: Confluent love Empty shell marriage triple shift Dual burden Extended family definitions. Conjugal roles – segregated/ joint.	Collective conscience, norms, correspondence theory, ideological state apparatus, jug and mug theory, Marxism, functionalism, interactionism, value consensus, secondary socialisation, alienation, ruling class ideology, counter-school subcultures
Assessment Examples including:	a) With reference to the item and sociological knowledge, explain the meaning of the term primary socialisation. (5) (b) Using the item and sociological knowledge. Explain how people learn adult roles. (15) A)With reference to the item and sociological knowledge, explain the meaning of the term sanctions. [5] B)Using the item and sociological knowledge, explain how gender roles are learned through the process of socialisation. [15]	Using sociological evidence and examples, explain the influence that cultural deprivation may have on attainment in education. [15] Using sociological evidence and examples, explain how schools control young minds [15]	Explain sociological reasons for the increase in lone parent families in the contemporary UK. Use evidence to support your answer. [15] Families are patriarchal institutions. Evaluate this view of family life. [35] Evaluate the view that nuclear families are good for individuals and for society. [35]	Using sociological evidence and examples, explain how racism in the classroom could affect attainment in education. [15] Assess sociological explanations of the relationship between ethnicity and attainment in education. [35] Evaluate the view that differences in attainment in education are caused by factors inside school. [35]	Explain reasons for changes in: singlehood/ divorce/cohabitation/ mortality/ fertility. [15] Discuss the view that divorce rates have changed as a result of changes to divorce laws in the contemporary UK. [35]	Evaluate functionalist views of the role of education in society. [35] Assess the view that labelling has a negative influence on attainment in education [35]

Year 12						
Subject	**Half Term 4**	**Half term 4**	**Half Term 5**	**Half term 5**	**Half Term 6**	**Half term 6**
Topic / Specification reference	Component 1 Section B: Option 1 – Families and Households.	Component 2: Methods of sociological enquiry	Component 3: Crime and Deviance	Component 2: Methods of sociological enquiry	Component 3:Crime and Deviance	Component 2: Methods of sociological enquiry
Knowledge	Demographic changes including marriage, divorce, cohabitation, life expectancy, fertility, singlehood **Relationships in families and households** with reference to social change	**Key concepts** □ validity □ ethics □ reliability □ generalisability □ representativity **Primary quantitative and qualitative research methods** □ questionnaires □ interviews □ focus groups □ observational methods **Methodological approaches to research** □ survey □ ethnographic methods □ longitudinal studies □ methodological plurali and also triangulation	Revision of comp 1 content. Definitions of crime and deviance as social constructs including the role of the media.	**Secondary methods and data** □ existing sociological research □ official statistics □ documents such as letters, diaries and newspaper reports **Sampling** □ representative sampling □ simple random □ stratified random □ systematic random □ quota □ non-representative sampling □ snowball □ volunteer □ purposive and opportunity samples □ sampling frame □ target population □ gatekeeper □ access	The influence of theories and explanations on social policy. Theories and explanations of crime and deviance: functionalist, Marxist, sub-cultural theories.	**Ethical issues** □ deception □ sensitivity □ confidentiality □ informed consent and vulnerability □ anonymity/privacy □ the right to withdraw □ protection from harm for both the researcher and the sample being studied **Practical issues** □ operationalisation □ choice of research topic □ target population □ access □ time □ cost **Theories of research** □ positivist □ interpretivist □ realism
Skills	AO1 Demonstrate knowledge and understanding of: -sociological theories, concepts and evidence -sociological research methods AO2 Apply sociological theories, concepts, evidence and research methods to a range of issues AO3 Analyse and evaluate sociological theories, concepts, evidence and research methods in order to: -present arguments --make judgements -draw conclusions.	demonstrate knowledge and understanding of a range of methods and sources of data □ demonstrate their ability to apply their knowledge and understanding of research methods □ demonstrate their ability to design, analyse and evaluate their own research design □ use examples from contemporary sociological research to demonstrate knowledge and understanding of relevant sociological concepts and key methodological issues.	AO1 Demonstrate knowledge and understanding of: -sociological theories, concepts and evidence -sociological research methods AO2 Apply sociological theories, concepts, evidence and research methods to a range of issues AO3 Analyse and evaluate sociological theories, concepts, evidence and research methods in order to: -present arguments --make judgements -draw conclusions.	demonstrate knowledge and understanding of a range of methods and sources of data □ demonstrate their ability to apply their knowledge and understanding of research methods □ demonstrate their ability to design, analyse and evaluate their own research design □ use examples from contemporary sociological research to demonstrate knowledge and understanding of relevant sociological concepts and key methodological issues.	AO1 Demonstrate knowledge and understanding of: -sociological theories, concepts and evidence -sociological research methods AO2 Apply sociological theories, concepts, evidence and research methods to a range of issues AO3 Analyse and evaluate sociological theories, concepts, evidence and research methods in order to: -present arguments --make judgements -draw conclusions.	demonstrate knowledge and understanding of a range of methods and sources of data □ demonstrate their ability to apply their knowledge and understanding of research methods □ demonstrate their ability to design, analyse and evaluate their own research design □ use examples from contemporary sociological research to demonstrate knowledge and understanding of relevant sociological concepts and key methodological issues.
Key vocabulary	**Demography:** Fertility rate Mortality rate Birth rate **Patterns:** Confluent love Empty shell marriage triple shift Dual burden Extended family definitions. Conjugal roles – segregated/ joint.	validity □ ethics □ reliability □ generalisability □ representativeness □ objectivity questionnaires □ closed and open questions, interviews □ focus groups □ observational methods, participant and non-participant □ survey □ ethnographic methods □ longitudinal studies □ methodological plurali and also triangulation	Crime Deviance Social construction Relativism Social control Formal/informal social control Societal deviance/ situational deviance Deviance amplification	Official statistics representative sampling □ simple random □ stratified random □ systematic random □ quota □ non-representative sampling □ snowball □ volunteer □ purposive and opportunity samples □ sampling frame □ target population □ gatekeeper □ access	**Functionalism:** Value consensus Collective conscience Anomie **Marxism** Repressive/ideological state apparatus. Selective law enforcement. Capitalism as criminogenic. Subcultural theories: Status frustration/ criminal conflict retreatist subcultures.	deception □ sensitivity □ confidentiality □ informed consent and vulnerability □ anonymity/privacy □ the right to withdraw □ protection from harm for both the researcher and the sample being studied □ operationalisation □ choice of research topic □ target population □ access □ time □ cost □ positivist □ interpretivist □ realism Researcher bias, imposition problem, hawthorn effect

Assessment Examples including:	Explain the reasons for changes in the role of grandparents in contemporary UK family life. [15] Either, a) Discuss the view that conjugal roles are equal in contemporary families. [35] Discuss the view that divorce rates have changed as a result of changes to divorce laws in the contemporary UK. [35]	Explain one reason why the researcher used overt observation in his research. [5] With reference to the item and sociological studies, discuss the strengths and weaknesses of using questionnaires in sociological research. [20]	Revision questions – Comp 1. Crime and Deviance are socially constructed. Explain why many sociologists hold this view. [20] The media amplifies deviance. Explain why many sociologists hold this view. [20]	Explain one possible reason why the researchers chose to use focus groups. [5] With reference to the item and sociological studies, discuss the issues sociologists need to consider when choosing sampling techniques for social research. [20]	. (a) Delinquent subcultures are usually working class. Explain sociological evidence that supports this view. (20) Evaluate the contribution of Marxist explanations to an understanding of social inequalities. [40] Assess the view that social class is the main cause of inequality in the contemporary UK. [40] (c) Assess labelling theory as an explanation of crime and deviance. (40)	As an A level Sociology student you have been asked to design a research project to collect data on the career aspirations of young people in your local area. • Describe each stage of your research design, justifying the reasons for your choices at each stage. • Discuss problems that may occur and the impact of these problems on the quality of the data collected. [30]