

Year 12					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Topic: Families and Households</p> <p>Knowledge and skills covered:</p> <p>The relationship of the family to the social structure and social change, with particular reference to the economy and to state policies</p> <p>Gender roles, domestic labour and power relationships within the family in contemporary society</p> <p>The nature of childhood, and changes in the status of children in the family and society</p>	<p>Topic: Families and Households</p> <p>Knowledge and skills covered:</p> <p>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</p> <p>Demographic trends in the United Kingdom since 1900: birth rates, death rates, family size, life expectancy, ageing population, and migration and globalisation</p>	<p>Topic: Education with Methods in Context</p> <p>Knowledge and skills covered:</p> <p>Quantitative and qualitative methods of research; research design</p> <p>Sources of data, including questionnaires, interviews, participant and non-participant observation, experiments, documents and official statistics</p> <p>The distinction between primary and secondary data, and between quantitative and qualitative data</p> <p>The relationship between positivism, interpretivism and sociological methods; the nature of 'social facts'</p> <p>The theoretical, practical and ethical considerations influencing choice of topic, choice of method(s) and the conduct of research</p> <p>Differential educational achievement of social groups by social class, gender and ethnicity in contemporary society</p>	<p>Topic: Education with Methods in Context</p> <p>Knowledge and skills covered:</p> <p>Differential educational achievement of social groups by social class, gender and ethnicity in contemporary society</p> <p>The role and functions of the education system, including its relationship to the economy and to class structure</p> <p>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</p> <p>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>	<p>Topic: Families and Households / Education with Methods in Context</p> <p>Families and Households Revision</p> <p>Education with Methods in Context Revision</p> <p>AS PAPER 1 – Education with Methods in Context</p> <p>AS PAPER 2 – Research Methods and Topics in Sociology</p>	<p>Topic: Beliefs in Society</p> <p>Knowledge and skills covered:</p> <p>Ideology, science and religion, including both Christian and non-Christian religious traditions</p> <p>The relationship between social change and social stability, and religious beliefs, practices and organisations</p>

<p>SOL Intent:</p> <p>In this SOL, we seek to develop a greater understanding of family life by examining some of the different issues that sociologists are interested in.</p> <p>These include:</p> <ul style="list-style-type: none"> • Are husbands and wives today equal? • How far have the position of children and our attitudes towards childhood changed? • Changes in the size of families, birth and death rates, and in the population as a whole. • Changes in marriage, cohabitation, divorce and parenthood, and the increasing diversity of family types today. • The impact on families of government policies and laws. 	<p>SOL Intent:</p> <p>In this SOL, we seek to develop a greater understanding of family life by examining some of the different issues that sociologists are interested in.</p> <p>These include:</p> <ul style="list-style-type: none"> • Are husbands and wives today equal? • How far have the position of children and our attitudes towards childhood changed? • Changes in the size of families, birth and death rates, and in the population as a whole. • Changes in marriage, cohabitation, divorce and parenthood, and the increasing diversity of family types today. • The impact on families of government policies and laws. 	<p>SOL Intent:</p> <p>In this SOL, we seek to develop a greater understanding of the processes used by sociologists to make sense of the world we live in.</p> <p>This includes:</p> <ul style="list-style-type: none"> • The purpose of sociology and the nature of what makes a good theory. • The different methods sociologists use for collecting information about society, and with the issues we need to think about when deciding which methods to use. 	<p>SOL Intent:</p> <p>In this SOL, we seek to develop a greater understanding of education by examining some of the different issues that sociologists are interested in.</p> <p>These include:</p> <ul style="list-style-type: none"> • Why do some pupils achieve more than others? • What is the role of education in society and who benefits from it? • How pupils experience schooling? • What is the impact of policies and laws made by the government that affect education? 		<p>SOL Intent:</p> <p>In this SOL, we seek to develop a greater understanding of beliefs in society by examining some of the different issues that sociologists are interested in.</p> <p>These include:</p> <ul style="list-style-type: none"> • The social role of religion and its functions for individuals, groups and society. • Arguments to whether religion today is in long-term decline. • Debates about the future of religion. • The causes of religious fundamentalism and conflict, as well as the ways religion and development are related. • Different religious organisations and movements, their beliefs and the groups they attract. • Science as a belief system. How do scientific explanations differ from those of religion or other beliefs?
<p>Milestones/outcomes:</p> <p>Accelerated:</p> <p>Learners will understand and be able to analyse/evaluate:</p> <ul style="list-style-type: none"> • The different sociological views, eg functionalist, feminist, Marxist, New Right and postmodernist, on the 	<p>Milestones/outcomes:</p> <p>Accelerated:</p> <p>Learners will understand and be able to analyse/evaluate:</p> <ul style="list-style-type: none"> • The trends in contemporary family and household structures, eg symmetrical family, 	<p>Milestones/outcomes:</p> <p>Accelerated:</p> <p>Learners will understand and be able to analyse/evaluate:</p> <ul style="list-style-type: none"> • Types of research method and data sources: the differences between quantitative and qualitative data, and 	<p>Milestones/outcomes:</p> <p>Accelerated:</p> <p>Learners will understand and be able to analyse/evaluate:</p> <ul style="list-style-type: none"> • Different sociological explanations of gender differences in educational achievement in relation 		<p>Milestones/outcomes:</p> <p>Accelerated:</p> <p>Learners will understand and be able to analyse/evaluate:</p> <ul style="list-style-type: none"> • Science as a social construct. Issues in defining religion.

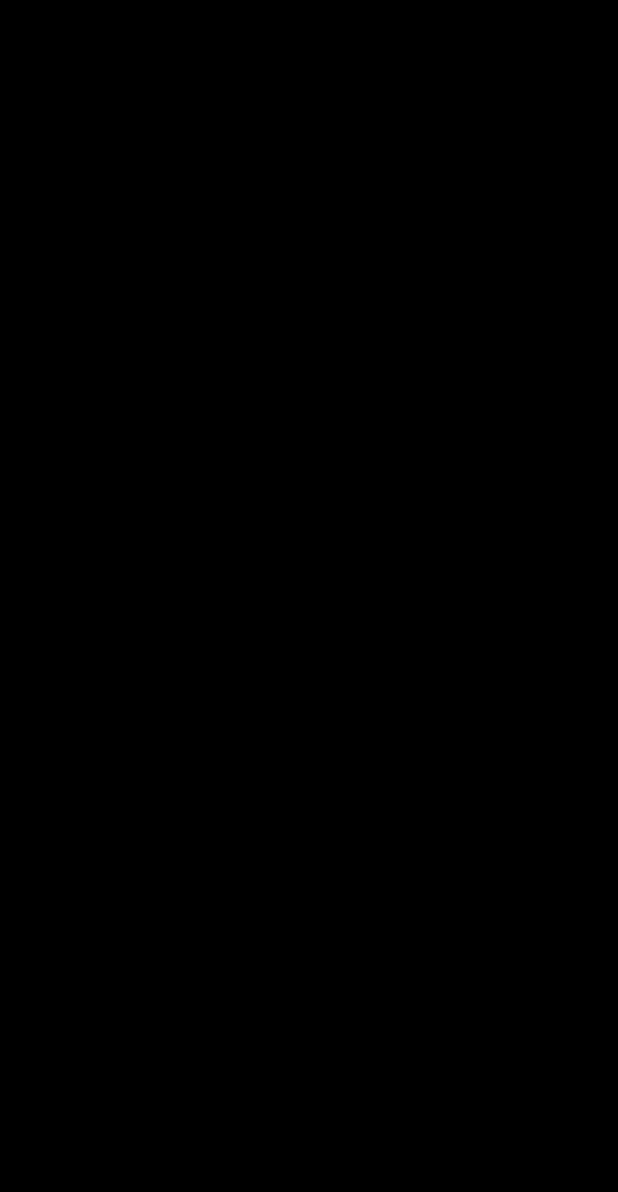
<p>role of the family and its relationship to wider social structures such as the economy.</p> <ul style="list-style-type: none"> • The impact of government legislation, eg divorce, adoption and same sex marriage, and policies, eg education, housing and welfare, on the family. • Different sociological 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. • 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. 	<p>beanpole families, matrifocal families, serial monogamy, lone-parent families, house husbands, living apart together, same sex couples etc.</p> <ul style="list-style-type: none"> • 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. • 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. 	<p>between primary and secondary sources of data; the strengths and limitations of each of these.</p> <ul style="list-style-type: none"> • 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; 	<p>to external factors, eg changes in the family and labour market affecting women and men and the influence of feminist ideas.</p> <ul style="list-style-type: none"> • Different sociological explanations of ethnic differences in educational achievement in relation to external factors, eg cultural deprivation, material deprivation and racism in wider society. • 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, legitimization of social class inequality. • 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 		<ul style="list-style-type: none"> • 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), feminist and postmodernist • 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.
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Year 13					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Topic: Beliefs in Society</p> <p>Knowledge and skills covered:</p> <p>Religious organisations, including cults, sects, denominations, churches and New Age movements, and their relationship to religious and spiritual belief and practice</p> <p>The relationship between different social groups and religious/spiritual organisations and movements, beliefs and practices</p> <p>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</p> <p>SOL Intent:</p> <p>In this SOL, we seek to develop a greater understanding of beliefs in society by examining some of the different issues that sociologists are interested in.</p> <p>These include:</p> <ul style="list-style-type: none"> The social role of religion and its functions for individuals, groups and society. 	<p>Topic: Crime and deviance</p> <p>Knowledge and skills covered:</p> <p>Crime, deviance, social order and social control</p> <p>The social distribution of crime and deviance by ethnicity, gender and social class, including recent patterns and trends in crime</p> <p>SOL Intent:</p> <p>In this SOL, we seek to develop a greater understanding of crime and deviance by examining some of the different issues that sociologists are interested in.</p> <p>These include:</p> <ul style="list-style-type: none"> Who breaks rules and why they do so, why some groups of people are more likely to be rule breakers 	<p>Topic: Crime and deviance</p> <p>Knowledge and skills covered:</p> <p>Globalisation and crime in contemporary society; the media and crime; green crime; human rights and state crimes</p> <p>Crime control, surveillance, prevention and punishment, victims, and the role of the criminal justice system and other agencies</p> <p>SOL Intent:</p> <p>In this SOL, we seek to develop a greater understanding of crime and deviance by examining some of the different issues that sociologists are interested in.</p> <p>These include:</p> <ul style="list-style-type: none"> Who breaks rules and why they do so, why some groups of people are more likely to be rule breakers 	<p>Topic: Theory and methods</p> <p>Knowledge and skills covered:</p> <p>Consensus, conflict, structural and social action theories</p> <p>The concepts of modernity and post-modernity in relation to sociological theory</p> <p>The nature of science and the extent to which Sociology can be regarded as scientific</p> <p>The relationship between theory and methods</p> <p>Debates about subjectivity, objectivity and value freedom</p> <p>The relationship between Sociology and social policy</p> <p>SOL Intent:</p> <p>In this SOL, we seek to develop a greater understanding of the theories used by sociologists to make sense of the world we live in.</p> <p>This includes:</p> <ul style="list-style-type: none"> Whether sociology can be considered a scientific subject 	<p>Topic:</p> <p>Families and Households Revision</p> <p>Education with Methods in Context Revision</p> <p>Beliefs in Society Revision</p> <p>Crime and Deviance Revision</p> <p>A-Level PAPER 1 – Education with Theory and Methods</p> <p>A-Level PAPER 2 – Topics in Sociology</p> <p>A-Level PAPER 3 – Crime and Deviance with Theory and Methods</p>	

<ul style="list-style-type: none"> Arguments to whether religion today is in long-term decline. Debates about the future of religion. The causes of religious fundamentalism and conflict, as well as the ways religion and development are related. Different religious organisations and movements, their beliefs and the groups they attract. Science as a belief system. How do scientific explanations differ from those of religion or other beliefs? 	<p>and who makes and enforces the rules.</p> <ul style="list-style-type: none"> The causes of crime and deviance in the offender's social background, upbringing or social position. The way society reacts to rule breaking, and how and why some acts – but not others – come to be defined as crimes in the first place. Some major sociological theories. issues in relation to crime and deviance, such as class, gender and ethnicity; the media; globalisation, the environment and human rights; crime prevention, surveillance, control and victims. 	<p>and who makes and enforces the rules.</p> <ul style="list-style-type: none"> The causes of crime and deviance in the offender's social background, upbringing or social position. The way society reacts to rule breaking, and how and why some acts – but not others – come to be defined as crimes in the first place. Some major sociological theories. issues in relation to crime and deviance, such as class, gender and ethnicity; the media; globalisation, the environment and human rights; crime prevention, surveillance, control and victims 	<ul style="list-style-type: none"> Modernist theories of society. The major changes in today's society linked to globalisation and the attempts made by sociologists to understand and explain them. The relationships between sociology and social policy. 		
<p>Milestones/outcomes: Accelerated: Learners will understand and be able to analyse/evaluate:</p> <ul style="list-style-type: none"> Characteristics of different types of religious organisation. Explanations for growth or decline of different forms of religious organisation Patterns of religiosity among different social groups, such as social class, ethnicity, gender and age. Explanations for changes in these patterns. 	<p>Milestones/outcomes: Accelerated: Learners will understand and be able to analyse/evaluate:</p> <ul style="list-style-type: none"> 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. 	<p>Milestones/outcomes: Accelerated: Learners will understand and be able to analyse/evaluate:</p> <ul style="list-style-type: none"> 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. 	<p>Milestones/outcomes: Accelerated: Learners will understand and be able to analyse/evaluate:</p> <ul style="list-style-type: none"> 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 		

<ul style="list-style-type: none"> 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 fundamentalism and the growth of religion. 	<ul style="list-style-type: none"> 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. 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. 	<ul style="list-style-type: none"> Human rights and state crimes, eg war, genocide and torture, and human rights abuses. 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. 	<p>as functionalism and Marxism, and action theories; the main types of action theory, such as social action theory, symbolic interactionism and ethnomethodology.</p> <ul style="list-style-type: none"> The concepts of modernity and postmodernity, including variants such as late modernity. Modernist and postmodernist theories of contemporary society. 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. The relationship between theoretical perspective and preference for particular research methods and sources of data, eg positivism and quantitative data, interpretivism and qualitative data. 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. The difference between social problems and 	
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			sociological problems; perspectives on social policy and on the role of sociology in relation to policy.	
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