

Subject: Sociology A-Level

Curriculum Intent Document:

	Year 12	Year 13
Autumn 1	<p>Topic: Socialisation and Culture Paper</p> <p>Knowledge/Skills taught:</p> <p>The social construction of culture</p> <ul style="list-style-type: none">• Definition of culture as a way life and 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 <p>2. The process and agencies of socialisation</p> <ul style="list-style-type: none">• The process of primary and secondary socialisation through role models, imitation, sanction and processes linked to specific agencies of socialisation• The process of cultural transmission through primary socialisation – families	<p>Topic: Power and Stratification</p> <p>Knowledge/Skills taught:</p> <ul style="list-style-type: none">• Evidence and examples of areas of inequality related to social class, gender, ethnicity and age in the contemporary UK; evidence and examples may be drawn from across the specification• Changing patterns of inequality including the distribution of income, wealth and social mobility in the contemporary UK• Theories and explanations for inequality and stratification related to social class, gender, ethnicity, age, for example functionalist, New Right, Marxist, neo-Marxist, Weberian, neo-Weberian, feminist, postmodernist and theories of racism.

	<ul style="list-style-type: none"> • The process of cultural transmission through secondary socialisation – peers, education, religion, the media and work • Formal/informal social control <p>3. Examples of the influence of socialisation on identity</p> <ul style="list-style-type: none"> • Identity: personal and social • Gender • Class • Ethnicity • Nationality 	
Autumn 2	<p>Topic: Socialisation and Culture Paper</p> <p>Knowledge/Skills taught:</p> <p>1. The social construction of culture</p> <ul style="list-style-type: none"> • Definition of culture as a way life and 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 	<p>Topic: Crime and deviance</p> <p>Knowledge/Skills taught:</p> <ul style="list-style-type: none"> • Patterns of the social distribution of crime and deviance related to social class, gender, ethnicity and age • Measuring crime; official government statistics including police statistics and the British Crime Survey, victim studies and self-report studies and the impact of contemporary social policies on crime rates • Definitions of crime and deviance as social constructs including the role of the media <ul style="list-style-type: none"> • The influence of theories and explanations on social policy

	<p>2. The process and agencies of socialisation</p> <ul style="list-style-type: none"> • The process of primary and secondary socialisation through role models, imitation, sanction 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 <p>3. Examples of the influence of socialisation on identity</p> <ul style="list-style-type: none"> • Identity: personal and social • Gender • Class • Ethnicity • Nationality 	<ul style="list-style-type: none"> • Theories and explanations of crime and deviance: functionalist, Marxist, neo-Marxist, interactionist, right and left realism, postmodernist, feminist, sub-cultural
Spring 1	<p>Topic: Socialisation and Culture Paper</p> <p>Knowledge/Skills taught:</p> <ul style="list-style-type: none"> • Family forms and diversity • Demographic changes including marriage, divorce, cohabitation, life expectancy, fertility, singlehood 	<p>Topic: Revision of: Theory</p> <p>Knowledge/Skills taught:</p> <ul style="list-style-type: none"> • The theoretical basis of sociological approach and how it grew out of dissatisfaction from religious explanations for phenomena

	<ul style="list-style-type: none"> • Relationships in families and households with reference to social change • Theoretical perspectives of families and households with reference to functionalist, Marxist, feminist, postmodernist, New Right 	<ul style="list-style-type: none"> • Outline the key concepts developed by Marx • Outline the key concepts developed by Weber • Outline the key concepts developed by Mead • Outline the influence of de Beauvoir's work on feminism
Spring 2	<p>Topic: Socialisation and Culture Paper</p> <p>Knowledge/Skills taught:</p> <ul style="list-style-type: none"> • Family forms and diversity • Demographic changes including marriage, divorce, cohabitation, life expectancy, fertility, singlehood • Relationships in families and households with reference to social change • Theoretical perspectives of families and households with reference to functionalist, Marxist, feminist, postmodernist, New Right 	<p>Topic: Revision of: Methods of Sociological Enquiry Paper</p> <p>Knowledge/Skills taught:</p> <p>This component focuses on methods of sociological enquiry. Learners will be required to:</p> <ul style="list-style-type: none"> • 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 to a specific scenario • use examples from contemporary sociological research to demonstrate knowledge and understanding of relevant sociological concepts and key methodological issues.

<p>Summer 1</p>	<p>Topic: Socialisation and Culture Paper</p> <p>Knowledge/Skills taught:</p> <ul style="list-style-type: none"> • The role and function of education in contemporary society • Patterns and trends of differential attainment and participation with reference to: social class, gender and ethnicity • Contemporary social policy with regard to education in society • The influence of material factors, cultural factors, processes such as labelling within the education system and on patterns and trends in educational attainment • Theoretical perspectives of education with reference to functionalist, Marxist, interactionist, feminist, New Right, postmodernist 	<p>Topic: Revision of: Methods of Sociological Enquiry Paper</p> <p>Knowledge/Skills taught: This component focuses on methods of sociological enquiry. Learners will be required to:</p> <ul style="list-style-type: none"> • 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 to a specific scenario • use examples from contemporary sociological research to demonstrate knowledge and understanding of relevant sociological concepts and key methodological issues.
<p>Summer 2</p>	<p>Topic: Methods of Sociological Enquiry Paper</p> <p>Knowledge/Skills taught:</p> <p>This component focuses on methods of sociological enquiry. Learners will be required to:</p>	

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| | <ul style="list-style-type: none">• 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 to a specific scenario• use examples from contemporary sociological research to demonstrate knowledge and understanding of relevant sociological concepts and key methodological issues. | |
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