

Sept- Oct	Oct-Dec	Jan- Feb	Feb-March	March-April	April-May	June-July
<p>F&H Key topic 1.1 The role of the family</p> <ul style="list-style-type: none"> the relationship of the family to the social structure and social change, with particular reference to the economy and to state policies Different Sociological views eg. Func, Marxist, Fem, New Right & Postmodernist on the role of the family and its relationship to wider social structures such as the economy The impact of government legislation eg. divorce; adoption; same-sex marriage & policies eg. education; housing & welfare on the family Parsons, Murdock, Zaretsky, Oakley, Donzelot, Leonard, Murray <p>Assessment 1.1 The Role of the Family 2x 20 mark (Sociological perspectives on the Family)</p> <p>Keyword test 1</p>	<p>F&H Key topic 1.2 Changing family structures</p> <ul style="list-style-type: none"> 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 An understanding of the trends in contemporary family & household structures eg. symmetrical family, beanpole families, matrifocal families, serial monogamy, lone-parent families, house husbands, living apart together, same sex couples etc. 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 Chester, Giddens, Rapoport, Weeks, Chester, Stacey, May, Smart, Stacey <p>Assessment 1.2 Changing family structures 2x10 marks 2x20 marks</p> <p>Keyword test 2</p>	<p>F&H Key topic 1.3 Roles and relationships</p> <ul style="list-style-type: none"> gender roles, domestic labour and power relationships within the family in contemporary society 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. Duncombe & Marsden, Pahl, Dunne, Pahl & Vogler, Dobash & Dobash, Gershuny <p>Assessment 1.3 Roles and relationships 1x 10 mark 1x20 mark</p> <p>Keywords 3</p>	<p>F&H Key topic 1.4 Childhood</p> <ul style="list-style-type: none"> the nature of childhood, and changes in the status of children in the family and society 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 Pilcher, Aries, Wagg, Postman, Palmer, Womack, McRobbie & Garber, Brannen, Howard, Aries, Punch, Donzelot <p>Assessment 1.4 Childhood 2x10 marks</p> <p>Keywords 4</p>	<p>F&H Key topic 1.5 Demographics</p> <ul style="list-style-type: none"> demographic trends in the United Kingdom since 1900: birth rates, death rates, family size, life expectancy, ageing population, and migration and globalisation 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 and fertility rate McKeown, Hirsch, Townsend, The Griffiths report, Pilcher, Blaikie <p>Assessment 1.5 Demographics 4x10 marks Keywords 5</p>	<p>Revision and question practice</p>	<p>Mock exam Full Paper 1 and: ½ Paper 2</p> <p>Feedback and improvements</p>
<p>Education</p> <p>Key topic 1.1 The role of the education system</p> <ul style="list-style-type: none"> The role and functions of the education system, including its relationship to the economy and to class structure <p>Functionalist and New Right explanations of the role and functions of the education system, e.g. in relation to social solidarity, skills teaching, meritocracy, selection and role allocation.</p> <p>Durkheim, Parsons, Davis & Moore, Chubb & Moe</p> <p>Marxist explanations of the role and functions of the education system, e.g. in relation to ideological state apparatuses, reproduction of social class inequality.</p> <p>Assessment 1.1 Role of Education 1x6 mark 1x10 mark 1x30 mark</p> <p>Keyword test</p>	<p>Education Key topic 1.2 Relationships and Processes within Schools</p> <ul style="list-style-type: none"> 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 56-67 <p>Different sociological explanations of social class differences in educational achievement in relation to internal factors and processes within schools, e.g. teacher labelling, the self-fulfilling prophecy, pupil subcultures and pupils' class identities.</p> <p>Becker, Lacey, Ball</p> <p>Different sociological explanations of gender differences in educational achievement in relation to internal factors, e.g. the curriculum, selection and marketisation, feminisation of education, pupil subcultures and gender identities.</p> <p>Kelly, Gorard, Weiner</p> <p>Patterns and trends in subject choice by gender. Different sociological explanations of gender differences in subject choice, e.g. in relation to subject image, teaching and learning styles and primary socialisation.</p> <p>Official statistics on patterns</p> <p>Different sociological explanations of ethnic differences in educational achievement in relation to internal factors, eg. racist labelling, the self-fulfilling prophecy, pupil subcultural responses, ethnic identities, institutional racism and the ethnocentric curriculum.</p> <p>Gilborn & Youdell, Coard, Moore & Davenport</p> <p>Assessment 1.2 relationships and processes 2x 10 mark questions</p> <p>Keywords 2</p>	<p>Education Key topic 1.3 Class and Differential Achievement</p> <ul style="list-style-type: none"> Different sociological explanations of social class differences in educational achievement in relation to external factors (outside the education system), e.g. cultural deprivation, material deprivation and cultural capital. J.W.B. Douglas, Bernstein, Bourdieu <p>Assessment 1.3 Class and Differential Achievement 3x4mark question 1x10 mark question 1x30 mark question Keywords 3</p> <p>Education Key topic 1.4 Ethnicity and Differential Achievement</p> <ul style="list-style-type: none"> Different sociological explanations of ethnic differences in educational achievement in relation to external factors, e.g. cultural deprivation, material deprivation and racism in wider society. Bereiter & Engelmann, Evans, Lupton <p>Assessment 1.4 Ethnicity and differential achievement 1x4 mark 1x10 mark 1x30 mark</p> <p>Keywords 4</p>	<p>Education Key topic 1.5 Gender and Differential Achievement</p> <ul style="list-style-type: none"> Different sociological explanations of gender differences in educational achievement in relation to external factors, eg. changes in the family and labour market affecting women and men and the influence of feminist ideas. Sharpe, McRobbie, Francis <p>Assessment 1.5 Gender and Differential Achievement 2x6 mark 1x 30</p> <p>Keywords 5</p> <p>Key topic 1.6 State Policy and Education</p> <ul style="list-style-type: none"> 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, e.g. 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, e.g. in relation to parentocracy and differences in economic and cultural capital.</p> <p>Gewirtz, Gilborn & Youdell, Bartlett</p> <p>Assessment 1.6 Social policy and Education Keywords 6</p>	<p>Introduction to Research Methods Key topic 1.7: Sources of Data</p> <ul style="list-style-type: none"> sources of data, including questionnaires, interviews, participant and non-participant observation, experiments, documents and official statistics <p>Key topic 1.8: PET issues</p> <ul style="list-style-type: none"> the theoretical, practical and ethical considerations influencing choice of topic, choice of method(s) and the conduct of research <p>Research Methods Assessment 1.7/1.8 1x20 MIC question 1.10 mark (paper 3)</p>	<p>Revision and question practice</p> <p>A Level Theories Theories of Society</p> <p>consensus, conflict, structural and social action theories</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 major 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 as functionalism and Marxism and action theories, the main types of action theory such as social action theory, symbolic interactionism and ethnomethodology the concepts of modernity and post-modernity in relation to sociological theory The concepts of modernity and postmodernity, including variants such as late modernity Modernist and postmodernist theories of contemporary society Marx, Gramsci, Althusser, Durkheim, Parsons, Merton, Weber, Mead, Blumer, Becker, Coffman, Garfinkel; Baudrillard, Giddens, Beck, Harvey <p>1x10 marker 1x20 marker</p> <p>Key topic 1.6: Objectivity</p> <ul style="list-style-type: none"> debates about subjectivity, objectivity and value freedom 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 Comte, Durkheim, Marx, Weber, Becker, Gouldner 	<p>Mock exam- Full Paper 1 and ½ paper 2</p> <p>Mock feedback and improvements</p> <p>Key topic 2. 7: Social Policy</p> <ul style="list-style-type: none"> the relationship between Sociology and social policy The difference between social problems and sociological problems; perspectives on social policy and on the role of sociology in relation to policy Worsley, Comte, Durkheim, Marx, Murray <p>Science?</p>

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<p>Crime and Deviance</p> <p>Key topic 2.1: Role and function of crime</p> <ul style="list-style-type: none"> crime, deviance, social order and social control Functionalist explanations of crime, deviance, social order and social control, e.g. positive functions of crime, adaptations to strain, types of subculture, differential association. Durkheim, Merton, A.K.Cohen, Cloward and Ohlin Marxist and neo-Marxist explanations of crime, deviance, social order and social control, e.g. criminogenic capitalism, law making and critical criminology. Marx, Chambliss, Snider, Taylor, Walton & Young Labelling theory of crime, deviance, social order and social control, e.g. the social construction of crime, the effects of labelling and deviance amplification. Becker, Cicourel, Lemert, S.Cohen, Braithwaite Right realist explanations of crime, deviance, social order and social control, eg the causes of crime and solutions to crime. Wilson, Murray, Wilson & Kelling, Felson Left realist explanations of crime, deviance, social order and social control, e.g. relative deprivation, subcultures and marginalisation. Young, Lea & Young <p>Assessment 2.2 Role and function of crime</p> <p>2x 4 mark 2x6 mark 1x 10 mark 1x30 mark</p> <p>Keywords</p> <p>Key topic 2.2: Trends in crime</p> <ul style="list-style-type: none"> the social distribution of crime and deviance by ethnicity, gender and social class, including recent patterns and trends in crime The social distribution of crime and deviance by ethnicity, including recent patterns and trends and different explanations for these, e.g. ethnicity and criminality, racism and the criminal justice system and victimisation. Bowling and Phillips, Gilroy, Hall 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. Pollak, Heidensohn, Carlen The social distribution of crime and deviance by social class, including recent patterns and trends and different explanations for these, e.g. selective law enforcement and white-collar crime. Marx, Lea & Young, Pearce, Merton, Miller <p>Assessment 2.3 Trends in crime</p> <p>2x 4 mark 3x6 mark 1x 10 mark 2x 30 mark</p> <p>Keywords 3 Keywords 4 Keywords 5</p>	<p>REVISION OF EDUCATION, METHODS, THEORIES AND FAMILIES</p> <p>November Mock, feedback and improvement</p> <p>Key topic 2.3: Recent issues</p> <ul style="list-style-type: none"> globalisation and crime in contemporary society; the media and crime; green crime; human rights and state crimes Globalisation and crime in contemporary society, e.g. transnational organised crime, global criminal organisations, global capitalism and crimes of the powerful. Castells, Held, Taylor, Hobbs & Dunningham, Glenny The media and crime, eg media representations of crime, the media as a cause of crime and moral panics. S.Cohen, Young, Jewkes, McRobbie & Thornton Green crime, eg types of green crime and green criminology. South, Beck, White Human rights and state crimes, eg war, genocide and torture, and human rights abuses. McLaughlin, H & J Schwendinger <p>Assessment 2.4</p> <p>1x 4 mark 1x10 mark 1x30 mark Keywords 6</p> <p>Key topic 2.4: Law enforcement</p> <ul style="list-style-type: none"> crime control, surveillance, prevention and punishment, victims, and the role of the criminal justice system and other agencies Crime control, surveillance, prevention and punishment, eg crime prevention strategies, and sociological perspectives on punishment. Durkheim, Rusche & Kirchheimer, Felson, Chaiken, Wilson & Kelling Patterns of victimisation and explanations for these, eg positivist and critical victimology. Christie, Miers, Mawby & Walklate, Tombs & Whyte The role of the criminal justice system and other agencies, e.g. the role of police, courts and prisons. Foucault, Garland, S.Cohen <p>Assessment 2.5</p> <p>2X10 mark 1x30 mark</p> <p>Keywords 7</p>	<p>1x10 mark 1x20 mark</p> <p>Keywords 7</p> <p>Beliefs in Society</p> <p>Key topic 2.8: ideology, science and religion.</p> <ul style="list-style-type: none"> including both Christian and non-Christian religious traditions <p>Assessment 2.5</p> <p>Keywords 8 1x10 marks</p> <p>Key topic 2.9: Theories of the role and function of Religion</p> <ul style="list-style-type: none"> the relationship between social change and social stability, and religious beliefs, practices and organisations <p>Assessment 2.6</p> <p>Keywords 9 1x10 marks 1x20 marks</p> <p>Key topic 3: Religious organisations</p> <ul style="list-style-type: none"> religious organisations, including cults, sects, denominations, churches and New Age movements, and their relationship to religious and spiritual belief and practice <p>Assessment 3</p> <p>1x10 marks 1x20</p> <p>Keywords 10</p>	<p>Key topic 3.1 Religiosity and social class, ethnicity, gender and age</p> <ul style="list-style-type: none"> the relationship between different social groups and religious/spiritual organisations and movements, beliefs and practices <p>Assessment 2.7</p> <p>1x10 marks 1x20 marks</p> <p>Keywords 11</p> <p>Key topic 3.2: Secularisation, globalisation and Fundamentalism</p> <ul style="list-style-type: none"> 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>Assessment 2.8</p> <p>1x10 marks 1x20 marks</p> <p>Keywords 12</p>	<p>REVISION AND EXAM SKILLS PRACTICE</p>	<p>REVISION AND EXAM SKILLS PRACTICE</p>	<p>EXAM PERIOD</p>	