

# Curriculum Map 2023 – 2024: Sociology

Term	Year 12		Skills	Year 13		Skills	Rationale		
Autumn term 1	<b>Introduction to Sociology</b> Background Overview of key theories	Functionalism, Marxism, Interactionism, Feminism, Postmodernism	<b>AO1:</b> Knowledge & understanding of theories, concepts, evidence, & research methods <b>AO2:</b> Apply theories, concepts, evidence & research methods to a range of issues <b>AO3:</b> Analyse & evaluate theories, concepts, evidence & research methods to present arguments, make judgements, draw conclusions	<b>Media</b> The relationship between the media, their content and presentation, and audiences	Different theories concerning the effects of the media on their audience. <b>Morley, Klapper, Blumer and McQuail, GUMG</b> Methodological issues of researching media effects, including violent content. <b>Gauntlett, GUMG, Morrison, Bandura et al</b>	<b>AO1:</b> Knowledge & understanding of theories, concepts, evidence, & research methods <b>AO2:</b> Apply theories, concepts, evidence & research methods to a range of issues <b>AO3:</b> Analyse & evaluate theories, concepts, evidence & research methods to present arguments, make judgements, draw conclusions	The KS5 curriculum follows the AQA A Level Sociology specification 2015. Students sit assessments at the end of each topic to develop skills, monitor misconceptions & facilitate appropriate teacher interventions		
	Overview of methods	Questionnaire, Interview, Observation, Experiment, Secondary Data						The media, globalisation and popular culture	Definitions of culture and the nature, causes and significance of global culture and global media on contemporary society. <b>Strinati, Ritzer, Lechner and Boli</b> The effects of globalisation on popular culture and the role of the media, including debates about cultural imperialism. <b>Flew, Fenton, Storey</b>
	<b>Family and Households</b> Gender roles, domestic labour and power relationships within the family in contemporary society	Sociological arguments & evidence, including extent of change & diversity of experiences. <b>Duncombe and Marsden, Pahl, Dunne</b> Aspects of relationships, eg domestic labour, childcare, domestic violence, finance, dual burden, triple shift etc. <b>Pahl and Vogler, Dobash and Dobash, Gershuny</b>						The new media and their significance for an understanding of the role of the media in contemporary society	Competing views on the nature and significance of digital media in contemporary society. <b>Boyle, Curran and Seaton, Cornford and Robbins</b> The growth and diversity of new media; control and use of new media. <b>Boyle, Cornford and Robbins, Keen</b>
	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 functionalist, feminist, Marxist, New Right and postmodernist, on the role of the family and its relationship to wider social structures such as the economy. <b>Parsons, Murdock, Zaretsky, Oakley</b>							

	<p>The nature of childhood, and changes in the status of children in the family and society</p> <p><b>During this half term students will start Methods</b></p> <p>Quantitative and qualitative methods of research; research design Sources of data, including questionnaires, interviews, participant and non-participant observation, experiments, documents and official statistics</p>	<p>How childhood is socially constructed. <b>Pilcher, Aries, Wagg</b> Different sociological views on the nature and experience of childhood. <b>Postman, Palmer, Womack</b> How childhood is experienced differently across gender, ethnicity and social class. <b>McRobbie and Garber, Brannen, Howard</b> Cross cultural differences and how the experience of childhood has changed historically. <b>Aries, Punch, Donzelot</b></p> <p>Types of research method and data sources: the differences between quantitative and qualitative data, and between primary and secondary sources of data; the strengths and limitations of each of these. 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;</p>		<p><b>Crime and Deviance</b> Crime, deviance, social order and social control</p> <p><b>During this half term students will start Theory &amp; Methods</b> Consensus, conflict, structural and social action theories</p>	<p>Functionalist explanations of crime, deviance, social order and social control, eg positive functions of crime, adaptations to strain, types of subculture, differential association. <b>Durkheim, Merton, A.K.Cohen, Cloward &amp; Ohlin</b> Marxist and neo-Marxist explanations of crime, deviance, social order and social control, eg criminogenic capitalism, law making and critical criminology. <b>Marx, Chambliss, Snider, Taylor, Walton &amp; Young</b></p> <p>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. <b>Marx, Gramsci, Althusser, Durkheim, Parsons, Merton</b></p>		
--	---	--	--	---	---	--	--

		different types of document, eg personal, public and historical; different sources of official statistics.					
<b>Autumn term 2</b>	<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>The relationship of the family to the social structure and social change, with particular reference to the economy and to state policies</p> <p>Demographic trends in the United Kingdom since</p>	<p>An understanding of the trends in contemporary family and household structures, eg symmetrical family, beanpole families, matrifocal families, serial monogamy, lone-parent families, house husbands, living apart together, same sex couples etc. <b>Chester, Giddens, Rapoport</b> Different sociological explanations for the reasons and significance of these trends. <b>Weeks, Chester, Stacey</b> Including the significance of individual choice in personal relationships and the significance of relationships beyond the traditional family structures. <b>May, Smart, Stacey</b></p> <p>The impact of government legislation, eg divorce, adoption and same sex marriage, and policies, eg education, housing and welfare, on the family. <b>Donzelot, Leonard, Murray</b></p> <p>Sociological debates about the nature, causes and significance of these changes. <b>McKeown, Hirsch, Townsend</b></p> <p>How these changes impact on family and households,</p>	<b>AO1 AO2 AO3</b>	<p>Crime, deviance, social order and social control</p> <p><b>During this half term students will continue Theory &amp; Methods</b></p> <p>Consensus, conflict, structural and social action theories</p>	<p>Labelling theory of crime, deviance, social order and social control, eg the social construction of crime, the effects of labelling and deviance amplification. <b>Becker, Cicourel, Lemert, S.Cohen, Braithwaite</b> Right realist explanations of crime, deviance, social order and social control, eg the causes of crime and solutions to crime. <b>Wilson, Murray, Wilson &amp; Kelling, Felson</b> Left realist explanations of crime, deviance, social order and social control, eg relative deprivation, subcultures and marginalisation. <b>Young, Lea &amp; Young</b></p> <p>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</p>	<b>AO1 AO2 AO3</b>	

	<p>1900: birth rates, death rates, family size, life expectancy, ageing population, and migration and globalisation</p> <p><b>Education</b> 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><b>During this half term students will continue Methods</b> The distinction between primary and secondary data, and between quantitative and qualitative data The relationship between positivism, interpretivism and sociological methods; the nature of 'social facts'</p>	<p>and also wider society, including concepts such as net migration, infant mortality rate &amp; fertility rate. <b>The Griffiths report, Picher, Blaikie</b></p> <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. <b>Ball, Whitty, David</b> Different sociological explanations of the impact of educational policies, eg in relation to parentocracy and differences in economic and cultural capital. <b>Gewirtz, Gillborn &amp; Youdell, Bartlett</b></p> <p>Research design, eg in relation to pilot studies and sampling techniques; main stages of the research process in relation to these methods. <i>Practical issues</i> affecting choice of methods and sources, eg time, cost, access and researcher's characteristics; strengths and limitations of different</p>		<p>The concepts of modernity and post-modernity in relation to sociological theory</p>	<p>humanistic Marxism; liberal, radical, Marxist etc feminism. <b>Marx, Gramsci, Althusser, Durkheim, Parsons, Merton</b> 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. <b>Weber, Mead, Blumer, Becker, Goffman, Garfinkel</b></p> <p>The concepts of modernity and postmodernity, including variants such as late modernity. <b>Baudrillard, Giddens, Beck, Harvey</b> Modernist and postmodernist theories of contemporary society. <b>Baudrillard, Giddens, Beck, Harvey</b></p>		
--	--	---	--	--	---	--	--

	The theoretical, practical and ethical considerations influencing choice of topic, choice of method(s) and the conduct of research	<p>methods and sources in relation to these issues.</p> <p><i>Ethical issues</i> affecting choice of methods and sources, eg informed consent, deceit and vulnerable groups; strengths and limitations of different methods and sources in relation to these issues.</p> <p><i>Theoretical issues</i> affecting choice of methods and sources, eg reliability, validity, representativeness, positivism, interpretivism; strengths and limitations of different methods and sources in relation to these issues.</p> <p>Practical, ethical and theoretical factors influencing choice of research topic, eg personal experience and policy concerns.</p>					
<b>Spring term 1</b>	<p><b>Education</b></p> <p>The role and functions of the education system, including its relationship to the economy and to class structure</p>	<p>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.</p> <p><b>Durkheim, Parsons, Davis &amp; Moore, Chubb &amp; Moe</b></p> <p>Marxist explanations of the role and functions of the education system, eg in relation to ideological state apparatuses, reproduction of social class inequality, legitimisation of social class inequality.</p> <p><b>Althusser, Bowles and Gintis, Willis</b></p> <p>The impact of educational policies aimed at achieving</p>	<p><b>AO1</b></p> <p><b>AO2</b></p> <p><b>AO3</b></p>	The social distribution of crime and deviance by ethnicity, gender and social class, including recent patterns and trends in crime	<p>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.</p> <p><b>Bowling &amp; Phillips, Gilroy, Hall</b></p> <p>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.</p> <p><b>Pollak, Heidensohn, Carlen</b></p> <p>The social distribution of crime and deviance by social</p>	<p><b>AO1</b></p> <p><b>AO2</b></p> <p><b>AO3</b></p>	

	<p>Differential educational achievement of social groups by social class, gender and ethnicity in contemporary society</p>	<p>greater equality of opportunity or outcome, eg the comprehensive system, compensatory education policies, education action zones and tuition fees. <b>Douglas, Keddie, Ball</b></p> <p>Patterns and trends in differential educational achievement by social class, ethnicity and gender, eg in relation to GCSE results. <b>Official statistics on patterns</b> Different sociological explanations of <i>social class differences</i> in educational achievement in relation to external factors (outside the education system), eg cultural deprivation, material deprivation and cultural capital. <b>J.W.B. Douglas, Bernstein, Bourdieu</b> Different sociological explanations of <i>gender differences</i> 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. <b>Sharpe, McRobbie, Francis</b> Different sociological explanations of <i>ethnic differences</i> in educational achievement in relation to external factors, eg cultural deprivation, material deprivation and racism in wider society. <b>Bereiter &amp; Engelmann, Evans, Lupton</b> Education policies in relation to gender and ethnic</p>		<p>Crime control, surveillance, prevention and punishment, victims, and the role of the criminal justice system and other agencies</p> <p>Globalisation and crime in contemporary society; the media and crime; green crime; human rights and state crimes</p>	<p>class, including recent patterns and trends and different explanations for these, eg selective law enforcement and white-collar crime. <b>Marx, Lea &amp; Young, Pearce, Merton, Miller</b></p> <p>Crime control, surveillance, prevention and punishment, eg crime prevention strategies, and sociological perspectives on punishment. <b>Durkheim, Rusche &amp; Kirchheimer, Felson, Chaiken, Wilson &amp; Kelling</b> Patterns of victimisation and explanations for these, eg positivist and critical victimology. <b>Christie, Miers, Mawby &amp; Walklate, Tombs &amp; Whyte</b> The role of the criminal justice system and other agencies, eg the role of police, courts and prisons. <b>Foucault, Garland, S.Cohen</b></p> <p>Globalisation and crime in contemporary society, eg transnational organised crime, global criminal organisations, global capitalism and crimes of the powerful. <b>Castells, Held, Taylor, Hobbs &amp; Dunningham, Glenny</b> The media and crime, eg media representations of crime, the media as a cause of crime and moral panics. <b>S.Cohen, Young, Jewkes, McRobbie &amp; Thornton</b></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>differences and their impact, eg GIST, WISE and multicultural education. <b>Francis, Sewell, Mirza</b></p> <p>Different sociological explanations of <i>social class differences</i> 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. <b>Becker, Lacey, Ball</b></p> <p>Different sociological explanations of <i>gender differences</i> in educational achievement in relation to internal factors, eg the curriculum, selection and marketisation, feminisation of education, pupil subcultures &amp; gender identities. <b>Kelly, Gorard, Weiner</b></p> <p>Patterns and trends in subject choice by gender.</p> <p>Different sociological explanations of <i>gender differences</i> in subject choice, eg in relation to subject image, teaching and learning styles and primary socialisation.</p> <p><b>Official statistics on patterns</b></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><b>During this half term students will continue Theory and Method</b></p> <p>The nature of science and the extent to which Sociology can be regarded as scientific</p> <p>Debates about subjectivity, objectivity and value Freedom</p>	<p>Green crime, eg types of green crime and green criminology. <b>South, Beck, White</b></p> <p>Human rights and state crimes, eg war, genocide and torture, and human rights abuses. <b>McLaughlin, H &amp; J Schwendinger</b></p> <p>Debates about the scientific status of sociology: positivist and interpretivist views. <b>Durkheim, Weber, Glaser &amp; Strauss, Atkinson</b></p> <p>Different views of the natural sciences, eg Popper, Kuhn, realism, and implications for sociology's scientific status. <b>Popper, Kuhn, Keat &amp; Urry</b></p> <p>Concepts of objectivity, subjectivity, value freedom and ideology. <b>Comte, Durkheim, Marx, Weber, Becker, Gouldner</b></p> <p>Different views of whether sociology can and should be objective or value free, eg classical sociology, value neutrality and committed sociology; relativism.</p>		
--	---	--	--	--	--	--	--

	<p><b>During this half term students will continue Methods</b></p> <p>Students must be able to apply sociological research methods to the study of education</p>	<p><b>Gilborn &amp; Youdell, Coard, Moore &amp; Davenport</b></p> <p>The application of the range of primary and secondary methods and sources of data (as covered below in AS level Research Methods and in A-level Theory and Methods) to the particular topics studied in education, with specific reference to the strengths and limitations of the different methods and sources of data in different educational contexts.</p>		<p>The relationship between Sociology and social policy</p> <p>The relationship between theory and methods</p>	<p><b>Comte, Durkheim, Marx, Weber, Becker, Gouldner</b></p> <p>The difference between social problems and sociological problems; perspectives on social policy and on the role of sociology in relation to policy. <b>Worsley, Comte, Durkheim, Marx, Murray</b></p> <p>The relationship between theoretical perspective and preference for particular research methods and sources of data, eg positivism and quantitative data, interpretivism and qualitative data. <b>Durkheim, Atkinson, Jack Douglas</b></p>		
<p><b>Spring term 2</b></p>	<p><b>During this half term students will continue Methods</b></p> <p>Students must be able to apply sociological research methods to the study of education</p>	<p>The application of the range of primary and secondary methods and sources of data (as covered below in AS level Research Methods and in A-level Theory and Methods) to the particular topics studied in education, with specific reference to the strengths and limitations of the different methods and sources of data in different educational contexts.</p>	<p><b>AO1 AO2 AO3</b></p>	<p><b>During this half term students will continue Theory and Method</b></p> <p>Quantitative and qualitative methods of research; research design Sources of data, including questionnaires, interviews, participant and non-participant observation, experiments, documents and official statistics</p>	<p>The relationship between theoretical perspective and preference for particular research methods and sources of data, eg positivism and quantitative data, interpretivism and qualitative data. <b>Durkheim, Atkinson, Jack Douglas</b></p> <p>Types of research method and data sources: the differences between quantitative and qualitative</p>	<p><b>AO1 AO2 AO3</b></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>data, and between primary and secondary sources of data; the strengths and limitations of each of these. 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.</p> <p>Secondary sources of data: documents, official statistics; different types of document, eg personal, public and historical; different sources of official statistics.</p> <p>Research design, eg in relation to pilot studies and sampling techniques; main stages of the research process in relation to these methods.</p> <p><i>Practical issues</i> 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.</p> <p><i>Ethical issues</i> affecting choice of methods and sources, eg informed consent, deceit and vulnerable groups; strengths and limitations of different methods and sources in relation to these issues.</p> <p><i>Theoretical issues</i> affecting choice of methods and sources, eg reliability, validity, representativeness,</p>		
--	--	--	--	--	--	--	--

					positivism, interpretivism; strengths and limitations of different methods and sources in relation to these issues. Practical, ethical and theoretical factors influencing choice of research topic, eg personal experience and policy concerns.		
<b>Summer term 1</b>	<p><b>Media</b> The relationship between ownership and control of the Media</p> <p>Media representations of age, social class, ethnicity, gender, sexuality and disability</p>	<p>Sociological views, including Marxist and postmodernist pluralist, on the ownership and control of the media. <b>The Frankfurt school, Whale, Levene, Baudrillard</b> The pattern of ownership. <b>Curran, GUMG, Bagdikian</b> The extent to which owners, as opposed to other groups, control the content. <b>GUMG, Curran, Miliband</b></p> <p>The nature, causes, trends and significance of these representations. <b>Wayne, Newman, Van Dijk, Wolf, Batchelor et al, Barnes</b> Changes in the representations of different groups. <b>Connell, Hall, McRobbie</b></p>	<b>AO1 AO2 AO3</b>	<b>Revision</b>		<b>AO1 AO2 AO3</b>	
<b>Summer term 2</b>	<p><b>Media</b> The processes of selection and presentation of the content of the news</p>	<p>Sociological views on the social construction of news, including practical, technological, (including the new media), organisational and ideological factors. <b>Jones, Galtung and Ruge, Davies</b> The influence of audience, advertisers, the new media, media professionals and government on the content of news.</p>	<b>AO1 AO2 AO3</b>	<b>Revision and exams</b>		<b>AO1 AO2 AO3</b>	

		The Leveson Enquiry, GUMG, Jewkes					
--	--	--------------------------------------	--	--	--	--	--