

Curriculum Map: Sociology Year 12

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Content Declarative knowledge 'I Know'</p>	<p>Topic 1a. What is culture? Be able to understand the relative nature of culture, norms and values. Culture, norms and values Types of culture: subculture high culture popular culture global culture consumer culture Cultural diversity Cultural hybridity</p> <p>Topic 1a. What is socialisation? Be able to link definitions of primary socialisation and secondary socialisation to relevant agencies of socialisation, understanding that socialisation is a lifelong process. understand the link between socialisation and the creation of identities. consider the implications of the nature/ nurture debate for an understanding of socialisation.</p>	<p>Topic 1a. What is identity? Understand how identities are created including the influence of agencies of socialisation. Understand the different aspects of an individual's identity, their relative importance to individuals and ways in which they may intersect. Consider changing identities. The concept of identity Aspects of identity and the associated cultural characteristics: ethnicity nationality gender social class sexuality age disability Hybrid identities Topic 1b – Theoretical views of Media representations Understand the theoretical explanations</p>	<p>Topic 2a - What is the relationship between theory and methods? Positivism: patterns trends objectivity value freedom quantitative data Interpretivism: meanings and experiences verstehen and empathy rapport subjectivity researcher imposition reflexivity qualitative data Key research concepts: validity reliability representativeness generalisability Topic 1b -What effect do the media have on audiences? Understand what effect the media has on audiences. Theoretical views of media effects: direct indirect active audience</p>	<p>Topic 2a -What are the main stages of the research process? Key concepts in the research process: factors influencing the choice of research topic aims/hypothesis/research questions primary data secondary data operationalisation pilot studies data collection respondent validation longitudinal studies interpretation of data the relationship between sociology and social policy Sampling process Sampling techniques random systematic stratified snowball volunteer opportunity purposive quota Access and gatekeeping Ethics Topic 2a - Which methods are used in sociological research?</p>	<p>Topic 2b -what are the main patterns and trends in social inequality and difference? Consider the main patterns and trends in relation to work and employment. Consider evidence of social inequalities from a range of areas of social life. Consider how social inequalities affect life chances. Social inequality and difference in relation to: social class gender ethnicity age Topic 2b - How can patterns and trends in social inequality and difference be explained? Understand the distinctive concepts and ideas associated with each theory. The main sociological explanations of social inequality and difference: functionalism Marxism Weberian feminism New Right The main sociological explanations of social inequality and difference: functionalism</p>	<p>Topic 2b - How can patterns and trends in social inequality and difference be explained? Understand the distinctive concepts and ideas associated with each theory. The main sociological explanations of social inequality and difference: functionalism Marxism Weberian feminism New Right</p>

	<p>explore the overlap between formal and informal social control for work, education and religion</p> <p>Primary and secondary socialisation</p> <p>Agencies of socialisation:</p> <p>family peer group media religion education workplace</p> <p>Nature/nurture debate</p> <p>Formal agencies of social control:</p> <p>police law/legal system courts government military</p> <p>Informal agencies of social control:</p> <p>family peer group/subcultures media religion education workplace</p> <p>Topic 1b - How are different social groups represented in the media?</p>	<p>of how different social group are represented.</p> <p>Marxism neo-Marxism pluralism feminism postmodernism</p>	<p>understand a range of theories on the effects of the media on the audience, including: hypodermic syringe; two-step flow; cultural effects; uses and gratifications.</p> <p>The role of the media in deviance amplification and the creation of moral panics</p>	<p>understand how social research is guided by theory.</p> <p>use these concepts in an evaluative way when considering the research process and methodological theories.</p> <p>consider how sociological research contributes to social policy.</p> <p>understand the practical, ethical and theoretical factors influencing choice of sampling process.</p> <p>understand the advantages and disadvantages of random and non-random sampling techniques.</p> <p>understand how samples are accessed and the issues with access.</p> <p>understand ethical considerations such as those used by the British Sociological Association and why ethical principles should be followed.</p> <p>consider the uses of research methods in the context of social inequalities.</p> <p>Research methods:</p> <p>questionnaires structured interviews statistical data (official and non-official) content analysis</p>	<p>Marxism Weberian feminism New Right</p>	
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	<p>Understand how different social groups are represented in the media.</p> <p>Be able to provide evidence of representations in the media and how far these are changing in relation to:</p> <p>ethnicity (majority and minority ethnic groups) gender (masculinity and femininity) social class (middle, working, upper, under) age (Children, youths, and elderly)</p> <p>Be able to discuss representation of a range of ethnicities. For example, UK nationalities (Irish, Scottish, Welsh, English) and also newer immigrant groups as well as more established minority ethnic groups.</p>			<p>observations (participant, non-participant, covert, overt) unstructured interviews semi structured interviews ethnography</p> <p>Quantitative and qualitative data Mixed methods triangulation methodological pluralism</p> <p>Topic 2b -what are the main patterns and trends in social inequality and difference?</p> <p>Consider the main patterns and trends in relation to work and employment.</p> <p>Consider evidence of social inequalities from a range of areas of social life. Consider how social inequalities affect life chances.</p> <p>Social inequality and difference in relation to:</p> <p>social class gender ethnicity age</p>		
<p>Skills Procedural Knowledge 'I know how to'</p>	<p>Ao1 Demonstrate knowledge and understanding of: sociological theories, concepts and evidence sociological research methods</p> <p>Ao2 Apply sociological theories, concepts, evidence and research methods to a range of issues</p> <p>A03 Analyse and evaluate sociological theories, concepts, evidence and research methods in order to: present arguments, make judgements, draw conclusions</p>					

Strategies Conditional Knowledge 'I know when to'	<ul style="list-style-type: none"> • Use knowledge and application in my written answers to provide an accurate and detailed answer. • Use evaluation skills to analyse and evaluate. • Use Named Studies • Use Key Concepts • Use Contemporary examples • Use Contemporary statistics • Use Sociological theory • Have a well-developed line of reasoning, which is clear and logically structured • Reach a credible and fully supported critical conclusion. 					
Key Questions	What is culture? How are different social groups represented in the media?	What is socialisation? What are the theoretical views of Media representations?	What is identity? What effect do the media have on audiences?	What is the relationship between theory and methods? What are the main patterns and trends in social inequality and difference?	What are the main patterns and trends in social inequality and difference? How can patterns and trends in social inequality and difference be explained?	How can patterns and trends in social inequality and difference be explained?
Assessment topics	Past exam questions on culture Past exam questions on representations of CAGE (Class, Age, Gender, Ethnicity) in media	Past exam questions on Socialisation Past exam questions on theoretical views of the media.	Past exam questions on identity Past exam questions on effects on audiences.	Past exam questions on theory and methods. Past exam questions on patterns and trends of CAGE (Class, Age, Gender, Ethnicity) in social inequality and difference.	Past exam questions on patterns and trends of CAGE (Class, Age, Gender, Ethnicity) in social inequality and difference. Past exam questions on theoretical explanations of social inequality and difference.	Past exam questions on theoretical explanations of social inequality and difference.
Cross curricular links/Character Education	Raising political awareness. Raising awareness of the differing experiences of people in modern society. Encourage students to look at their own	Awareness of the bias within media and the political leanings of the mass media outlets. Encourage an open and critical mind. Identify global citizenship issues that	Develop an awareness of our own identity and the different aspects which help form this. A tolerance of other types of identities and a respect for all people and the differences between us.	An awareness of the disparity of experiences of different social groups. An awareness of the inequality that exists in our society. Encourage students to 'go and do likewise' by	Develop an awareness and understanding of the differing views in our political spectrum. Windows, mirrors, and doors. How do our experiences affect our world view?	Develop an awareness and understanding of the differing views in our political spectrum. Windows, mirrors, and doors. How do our experiences affect our world view?

	<p>identity and how it is formed.</p> <p>Windows, mirrors, and doors. How do our experiences affect our world view?</p> <p>Fostering tolerance between different social groups.</p> <p>Promote empathy and developing of a moral compass for interacting with others and understanding and respecting the differing experiences of different people.</p>	<p>are topical and in the media.</p> <p>Developing critical thinking ability.</p> <p>Develop an awareness and respect for the differing world views that we have.</p>		<p>challenging inequality whenever they see it. Developing an awareness of the privileges in our lives and how some people are much less fortunate.</p> <p>Encourage students to promote equality and fairness in all their dealings with other people and in their treatment of the environments and communities in which we live.</p>	<p>Encourage students to identify their own political leanings and bias.</p> <p>Develop a respect for alternative views and an ability to listen to others who hold differing views in a calm and respectful manner.</p> <p>Develop reasoned thought in dialogue with others.</p> <p>Encourage students to 'go and do likewise' by challenging inequality whenever they see it</p>	<p>Encourage students to identify their own political leanings and bias.</p> <p>Develop a respect for alternative views and an ability to listen to others who hold differing views in a calm and respectful manner.</p> <p>Develop reasoned thought in dialogue with others.</p> <p>Encourage students to 'go and do likewise' by challenging inequality whenever they see it</p>
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