

Timing	Unit Title	Key Question	Knowledge	Assessing understanding
Autumn	Paper 1: Section A -Socialisation, Culture and Identity	1. What is culture? 2. What is socialisation?	Culture, norms and values Types of culture: • subculture • high culture • popular culture • global culture • consumer culture • Cultural diversity • Cultural hybridity be able to understand the relative nature of culture, norms and values. Crosscultural material should be used here Primary and secondary socialisation - be able to link definitions of primary socialisation and secondary socialisation to relevant agencies of socialisation, understanding that socialisation is a lifelong process. Agencies of socialisation: • family • peer group • media • religion • education • workplace - understand the link between socialisation and the creation of identities. Nature/nurture debate -consider the implications of the nature/ nurture debate for an understanding of socialisation. Formal agencies of social control: • police • law/legal system • courts • government • military Informal agencies of social control: • family • peer group/subcultures • media • religion • education • workplace Explore the overlap between formal and informal social control for work, education and religion. The concept of identity - understand how identities are created including the	Across both papers in all units: • Formative teacher assessment • Practice exam paper questions

		influence of agencies of socialisation. Aspects of identity and the associated cultural characteristics: • ethnicity • nationality • gender • social class • sexuality • age • disability Hybrid identities Understand the different aspects of an individual's identity, their relative importance to individuals and ways in which they may intersect. 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. Consider changing identities. 3 .What is identity?	
	Paper 2: Research methods	1. 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 Pupils should understand how social research is guided by theory Key research concepts: • validity • reliability • representativeness • generalisability Pupils should use these concepts in an evaluative way when considering the research process and methodological theories. Key concepts in the research process: • factors influencing the choice of research topic • aims/hypothesis/research questions • primary data •	

		2. What are the main stages of the research process?	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 Pupils should understand the practical, ethical and theoretical factors influencing choice of sampling process. Pupils should understand the advantages and disadvantages of random and non-random sampling techniques. Access and gatekeeping - understand how samples are accessed and the issues with access. Ethics - understand ethical considerations such as those used by the British Sociological Association and why ethical principles should be followed.	
		3. Which methods are used in sociological research?	Research methods: • questionnaires • structured interviews • statistical data (official and non-official) • content analysis • observations (participant, non-participant, covert, overt) • unstructured interviews • semi structured interviews • ethnography Quantitative and qualitative data Mixed methods • triangulation • methodological pluralism	
Spring	Paper 1: section B - Youth Subcultures and deviant subcultures	1. How and why are youth culture and subcultures formed	Theoretical views of the role and formation of youth culture and subcultures: • functionalism • Marxism/neo-Marxism • feminism • postmodernism Learners should use illustrative examples of subcultures to explore how and why youth culture and subcultures are formed. Subcultures as related to: • social class • gender • ethnicity • hybridity	Across both papers in all units: • Formative teacher assessment • Practice exam paper questions

			Learners should consider issues of consensus versus conflict, social order and control in relation to theoretical views of the role and formation of youth culture and subculture.	
	Paper 2: Social inequalities	1. What are the main patterns and trends in social inequality and difference?	Social inequality and difference in relation to: • social class • gender • ethnicity • age Learners should: • 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	
Summer	Paper 1: section B - Youth Subcultures and deviant subcultures	2. Why do young people participate in deviant subcultures?	• Deviant subcultures: • delinquent subcultures • criminal subcultures • spectacular youth subcultures • anti-school subcultures • gangs Pupils should consider newer/emerging types of deviant subcultures. Patterns and trends in youth deviance related to: • social class • gender • ethnicity Pupils should consider patterns and trends (within the last 30 years) of youth deviance based on the evidence presented by official statistics. Explanations for young people participating in deviant subcultures: • functionalism/New Right • Marxism/neo-Marxism • interactionism • culture and identity Pupils should consider both theoretical and identity based explanations, which could include issues of ethnic identity and gender.	Across both papers in all units: • Formative teacher assessment • Practice exam paper questions

			The media and youth deviance: • deviance amplification • folk devils • moral panics	
	Paper 2: Social inequalities	2. How can patterns and trends in social inequality and difference be explained?	The main sociological explanations of social inequality and difference: • functionalism • Marxism • Weberian • feminism • New Right Learners should have an understanding of the distinctive concepts and ideas associated with each theory.	