

End Game		A Level Sociology – End game statement The curriculum should ensure that upon graduating from Sociology, students should be able to:			
		<ul style="list-style-type: none"> • Demonstrate a secure knowledge and a critical understanding of contemporary social processes and social changes • Develop and demonstrate a "sociological imagination" through commentary on sociological theories and evidence. • Appreciate the significance of theoretical and conceptual issues in sociological debate • Understand and evaluate sociological methodology and a range of research methods through active involvement in the research process • Develop skills that enable the evaluation of a wide range of roles and responsibilities within society • Express a lifelong interest in social issues. 			
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Year 13	Fertile Question	Is criminal behaviour inevitable for certain societal groups? Does Society breed criminals?	Is poverty inevitable for certain Societal groups? Why are the poor still exploited by the rich?	Can data be used to make judgements about society?	
	Content	Exploring Power and Stratification: Crime	Exploring Power and stratification: Social Inequality	Synoptic Application of research methods	
	Concepts	An understanding of the definitions of crime and deviance as social constructs including the role of the media Evaluation of the influence of theories and explanations on social policy	A range of evidence and examples from Education, Family, and Crime, will be drawn upon to evaluate levels of social inequality	An understanding of theoretical perspectives on choice of research methods A critical understanding and evaluation of both qualitative and quantitative methodology with relation to specific research design	
	Knowledge	<ul style="list-style-type: none"> • patterns of the social distribution of crime and deviance related to: Social class Gender Ethnicity 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 • Theories and explanations of crime and deviance: Functionalist, Marxist Neo-Marxist, Interactionist Right and left realism Postmodernist Feminist Sub-cultural 	<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; • 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 functionalist New Right Marxist neo-Marxist Weberian, feminist, postmodernist and theories of racism. 	Demonstrate the ability to design, analyse and evaluate their own research proposal drawing upon and applying the knowledge obtained in year 1. Operationalise concepts Sample Frame Choice of sampling Triangulation Practical Issues Ethical Issues Theoretical Issues How could the research/outcomes be utilised? Conclusions	
Year 12	Fertile Question	Born or bred: How do we learn to be Social?	Is the Nuclear family still the norm?	Is the education system failing us?	How useful is sociological research?
	Content	Socialisation and acquiring culture	Families and households	The sociology of Education	Methods of Sociological Enquiry
	Concepts	The social construction of culture The process and agencies of Socialisation Examples of the influence of socialisation on identity.	Demographic changes relating to marriage, divorce, cohabitation, life expectancy, fertility, singlehood and childhood.	The role and function of education in contemporary society	Validity Ethics Reliability Generalisability Representativeness Objectivity

<p>Knowledge</p>	<ul style="list-style-type: none"> • Definition of culture as a way of life and of 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 • The process of primary and secondary socialisation through role models, imitation, sanctions and processes linked to specific agencies of socialisation • The process of cultural transmission through primary • The process of cultural transmission through secondary socialisation – peers, education, religion, the media and work • Formal/informal social control Examples of the influence of socialisation on identity • Identity: personal and social • Gender • Class • Ethnicity • Nationality 	<ul style="list-style-type: none"> • Family forms and diversity • Relationships in families and households with reference to social change over time • Theoretical perspectives of families and households: Functionalist Marxist Feminist Postmodernist New Right 	<ul style="list-style-type: none"> • 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 and processes such as labelling within the education system and in wider society on patterns and trends in educational attainment • Theoretical perspectives of education: Functionalist, Marxist Interactionist Feminist New Right Postmodernist 	<p>Primary quantitative and qualitative research methods</p> <ul style="list-style-type: none"> • questionnaires • interviews • focus groups • observational methods <p>Methodological approaches to research</p> <ul style="list-style-type: none"> • survey • ethnographic methods • longitudinal studies • methodological plural and also triangulation <p>Secondary methods and data</p> <ul style="list-style-type: none"> • official statistics • documents such as letters, diaries and newspaper reports <p>Sampling</p> <ul style="list-style-type: none"> • representative sampling <ul style="list-style-type: none"> – simple random – stratified random – systematic random – quota • non-representative sampling <ul style="list-style-type: none"> – snowball – volunteer • purposive and opportunity samples • sampling frame • target population <p>Ethical issues</p> <ul style="list-style-type: none"> • deception • sensitivity • confidentiality • informed consent and vulnerability • anonymity/privacy • the right to withdraw • protection from harm <p>Practical issues</p> <ul style="list-style-type: none"> • operationalisation • choice of research topic • target population • access • time • cost <p>Theories of research</p> <ul style="list-style-type: none"> • positivist • interpretivist • realism
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