

Topic (s)	Paper 1 Socialisation, Culture and Identity	Paper 1 Youth Subcultures	Paper 2 Research Methods	Paper 2 Inequality
Topic Objectives	<ul style="list-style-type: none"> <li>• Be able to understand the relative nature of culture, norms and values. Cross-cultural material should be used here.</li> <li>• 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.</li> <li>• They will be able to consider the implications of the nature/ nurture debate for an understanding of socialisation.</li> <li>• They will explore the overlap between formal and informal social control for work, education and religion.</li> <li>• Students will understand how identities are created</li> </ul>	<ul style="list-style-type: none"> <li>• Students will use illustrative examples of subcultures to explore how and why youth culture and subcultures are formed.</li> <li>• They will 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.</li> <li>• They will consider newer/emerging types of deviant subcultures. Students will consider patterns and trends (within the last 30 years) of youth deviance based on the evidence presented by official statistics.</li> <li>• They will also consider both theoretical and identity based explanations, which could include issues of ethnic identity and gender.</li> </ul>	<ul style="list-style-type: none"> <li>• In this section, learners are introduced to a range of methods and sources of data as well as the factors influencing the design of sociological research and the relationship between theory and methods.</li> <li>• Learners are encouraged to consider the practical, ethical and theoretical issues arising in sociological research</li> <li>• Apply knowledge of research methods to the particular context of social inequalities.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the social inequalities that exist in modern society</li> <li>• Explore inequality in relation to Social Class, Gender, Ethnicity and Age.</li> <li>• Evaluate the patterns and trends in inequality and difference</li> <li>• Evaluate the explanations for these patterns and trends in inequality</li> </ul>

	<p>including the influence of agencies of socialisation.</p> <ul style="list-style-type: none"> <li>• They will understand the different aspects of an individual's identity, their relative importance to individuals and ways in which they may intersect and consider changing identities. Class, Gender, Ethnicity, Nationality,</li> </ul>			
<p>Acquired Knowledge / Skills</p>	<ul style="list-style-type: none"> <li>• Knowledge and understanding of the key Sociological perspectives and theorists.</li> <li>• This component introduces learners to the key themes of socialisation, culture and identity</li> <li>• This unit develops skills that enable individuals to focus on their personal identity, roles and responsibilities within society and develop a lifelong interest in social issues.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop the themes of Socialisation, Culture and Identity through the context of Youth subculture.</li> <li>• This component introduces learners to the key themes of Youth Subcultures.</li> <li>• How and why youth subcultures are formed?</li> <li>• Why young people participate in deviant subcultures?</li> <li>• This unit develops skills that enable individuals to focus on their personal identity, roles and responsibilities within society and develop a lifelong interest in social issues.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore the methods of sociological enquiry and develops knowledge and understanding of contemporary social processes and social change in the context of social inequality and difference.</li> <li>• This component aims to foster the development of critical and reflective thinking with a respect for social diversity in terms of social class, gender, ethnicity and age.</li> <li>• It develops links between the nature of sociological thought and methods of sociological enquiry.</li> <li>• Although not directly assessed, this component encourages learners to carry out their own small-</li> </ul>	<ul style="list-style-type: none"> <li>• This component aims to foster the development of critical and reflective thinking with a respect for social diversity in terms of social class, gender, ethnicity and age.</li> <li>• It develops links between the nature of sociological thought and methods of sociological enquiry. areas and core themes.</li> </ul>

			scale research projects as a way of enhancing their sociological understanding of methodology, substantive topic areas and core themes.	
Target Vocabulary	<p>Socialisation                  Culture                  Identity                  Homogenous                  Heteronormative                  Capitalism                  Feminism                  Marxism                  Interactionalism                  Macro/Micro                  Post Modernism                  Functionalism                  Hybrid                  Social Construct                  Cultural Capital                  Patriarchy</p>	<p>Subculture                  Anti -school subculture                  Resistance                  Spectacular subculture                  Hybridity                  Gang                  Moral Panic</p>	<p>Interpretivist                  Positivist                  Validity                  Quantitative                  Qualitative                  Reliability                  Objective                  Generalisability                  Verstehen                  Reflexivity                  Ethnography                  Social Policy                  Hypothesis                  Ethics</p>	<p>Social Mobility                  Glass Ceiling                  Concrete Ceiling                  Digital divide                  False Consciousness                  Homogenous                  Hegemony                  Marginalisation                  Labelling                  Meritocracy                  Metanarrative                  Patriarchy                  Vertical segregation</p>
Assessment	End of unit test	End of unit Test	End of unit test	End unit test