

Year 12

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"> Be able to understand the relative nature of culture, norms and values. Cross-cultural material should be used here. 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. They will be able to consider the implications of the nature/ nurture debate for an understanding of socialisation. They will explore the overlap between formal and informal social control for work, education and religion. Students will understand how identities are created 	<ul style="list-style-type: none"> Students will use illustrative examples of subcultures to explore how and why youth culture and subcultures are formed. 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. 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. They will also consider both theoretical and identity based explanations, which could include issues of ethnic identity and gender. 	<ul style="list-style-type: none"> 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. Learners are encouraged to consider the practical, ethical and theoretical issues arising in sociological research Apply knowledge of research methods to the particular context of social inequalities. 	<ul style="list-style-type: none"> Understand the social inequalities that exist in modern society Explore inequality in relation to Social Class, Gender, Ethnicity and Age. Evaluate the patterns and trends in inequality and difference Evaluate the explanations for these patterns and trends in inequality

	<p>including the influence of agencies of socialisation.</p> <ul style="list-style-type: none"> • 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, 			
Acquired Knowledge / Skills	<ul style="list-style-type: none"> • Knowledge and understanding of the key Sociological perspectives and theorists. • This component introduces learners to the key themes of socialisation, culture and identity • 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. 	<ul style="list-style-type: none"> • Develop the themes of Socialisation, Culture and Identity through the context of Youth subculture. • This component introduces learners to the key themes of Youth Subcultures. • How and why youth subcultures are formed? • Why young people participate in deviant subcultures? • 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. 	<ul style="list-style-type: none"> • 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. • 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. • It develops links between the nature of sociological thought and methods of sociological enquiry. • Although not directly assessed, this component encourages learners to carry out their own small- 	<ul style="list-style-type: none"> • 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. • It develops links between the nature of sociological thought and methods of sociological enquiry. areas and core themes.

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

Year 13

	Autumn 1	Autumn 2	Spring
Topic (s)	Paper 3 Section B - Crime and Deviance	Paper 3 Section A – Globalisation and Digital Communication	Revision Unit
Topic Objectives	<ul style="list-style-type: none"> Students will have a clear understanding of the social construction of crime and deviance and consider the ways in which crime is socially distributed, explained and reduced. This option introduces a global dimension, with reference to patterns and trends. It aims to give an understanding of different theoretical approaches to the study of crime and deviance. 	<ul style="list-style-type: none"> Students will gain a deep understanding of the relationship between globalisation and digital forms of communication, the impact of digital forms of communication in a global context and make links with previous sections. They will be aware of the problems with defining globalisation, consider how developments in digital communication are related to social capital and have an overview of how developments in digital forms of communication have been theoretically interpreted. Students will explore what is the impact of digital forms of communication in a global context. The impact of digital forms of communication on people's identity, social inequalities, relationships. The impact of digital forms of communication on culture: conflict and change, cultural homogenisation, cultural defence/ globalisation will be assessed, alongside the impact on people's identity and social inequalities in relation to: social class gender age consider both the 	<ul style="list-style-type: none"> Revise all 3 papers Build confidence Identify areas of strength and weaknesses

		positive and negative impacts of digital forms of communication.	
Acquired Knowledge / Skills	<ul style="list-style-type: none"> This component engage learners in theoretical debates and how these relate to a contemporary global society. The component will develop knowledge and understanding of social processes and social change. It develops links between the topics studied in this component, the nature sociological thought, contemporary social policy and the core themes. How is crime and deviance defined and measured Patterns and trends in crime How crime and deviance can be explained How Crime can be reduced 	<ul style="list-style-type: none"> This component engages learners in theoretical debates and how these relate to a contemporary global society. The component will develop knowledge and understanding of social processes and social change. It develops links between the topics studied in this component, the nature of sociological thought, Contemporary social policy and the core themes. Contemporary and global debates are introduced through a compulsory topic of 'Globalisation and the digital social world'. What is the relationship between globalisation and digital forms of communication? What is the impact of digital forms of communication in a global context? 	<ul style="list-style-type: none"> All content
Target Vocabulary	Disintegrative and reintegrative shaming Double deviance Retributive punishment Chivalry thesis Square of crime Dark figure	Social Capital Digital Divide Globalisation Glocalisation Cultural homogenisation, Cultural defence	
Assessment	End of unit test Mock	End of unit test	Eam

