

## What are the aims and intentions of this curriculum?

The two-year A-level course is designed for students to learn progressively; on the second year they will consolidate progress made on the AS course. In sociology the aim is that students will improve their understanding of different interpretations; to appreciate that there are seldom 'simple answers'. Moreover, discussing published research will improve the student's ability to write discursively, facilitating a transition to higher education.

The intention is that students will complete the course with a sophisticated understanding of key sociological issues in relation to the contemporary UK. In the A-level year, work on social inequalities will allow them to consider the interaction of different factors (social class, gender, ethnicity, and age) and their impact on life chances. They will understand how sociological ideas and arguments are applied to a range of situations as we study the interaction between individual and society, debating the extent to which we are shaped by the world we live in.

For A-level Sociology, there is new content for **Understanding Social Inequalities** in Unit 2 (explanations based on **ethnicity** and **age** as well as, from the AS course, explanations based on **social class** and **gender**). There is also new content for Unit 3: **Crime and Deviance** and **Globalisation and the Digital Social World**.

Content for Unit 1 is the same as for the AS course, with assessment now at the higher level: **Socialisation, Culture and Identity** and **Families and Relationships**.

Content for **Researching Social Inequalities** in Unit 2 remains the same, with assessment at the higher level.

Term	Topics	Knowledge and key terms	Skills developed	Assessment
Autumn 1	<p><b>In class: a re-introduction to Understanding Social Inequalities</b></p> <p>Topics include:</p> <ul style="list-style-type: none"> <li>Revision of functionalism, Marxism, and feminism</li> <li>New content: Weberian theory</li> </ul> <p><b>In class: introduction to Crime and Deviance</b></p> <ul style="list-style-type: none"> <li>Defining and measuring crime and deviance</li> </ul> <p><b>Homework assignments</b> (following a brief re-introduction in class):</p> <ul style="list-style-type: none"> <li>Researching Social Inequalities (with lessons devoted to discussion when work has been marked)</li> </ul>	<p><b>Understanding Social Inequalities</b></p> <ul style="list-style-type: none"> <li>For functionalism, Marxism, and feminism: as on the AS course</li> <li>For Weber:</li> <li>Status</li> <li>Market situation</li> <li>Party</li> <li>Marginalisation</li> </ul> <p><b>Crime and Deviance</b></p> <ul style="list-style-type: none"> <li>The difference between crime and deviance</li> <li>Different forms of social control</li> <li>The social construction of deviance</li> <li>Statistical measures and the dark figure of crime</li> </ul> <p><b>Researching Social Inequalities</b></p> <ul style="list-style-type: none"> <li>As on the AS course</li> </ul>	<p><b>An appreciation of contested knowledge</b></p> <ul style="list-style-type: none"> <li>There is no 'right' answer: students must discuss what academic commentators have written from different perspectives.</li> </ul> <p><b>Revision and retrieval</b></p> <ul style="list-style-type: none"> <li>Work here on both Researching and Understanding Social Inequalities is designed to support and ingrain this important study habit.</li> <li>Lessons will often start with discussion of a topical news story somehow related to some part of the course; questioning and discussion will reinforce both revision and the need to adopt a holistic view.</li> </ul> <p><b>Researching Social Inequalities</b></p> <ul style="list-style-type: none"> <li>Understanding and using both quantitative and qualitative data; applying knowledge to a scenario provided as source material</li> <li>Writing for assessment: starting to understand how assessment has changed from the AS course.</li> <li>Example: question 4 will be worded similarly but assessed at a higher level – students should not be</li> </ul>	<ul style="list-style-type: none"> <li>Students write essays for Understanding Social Inequalities, so they can start to work on the transition from shorter AS essays to full-length A-level essays</li> <li>For Researching Social Inequalities students will attempt A-level questions in isolation, then complete full sections on this topic.</li> <li>By half-term students might have started writing essays for Crime and Deviance; they might still be working on shorter</li> </ul>

			<p>misled by the working of the question.</p> <p><b>Crime and Deviance</b></p> <ul style="list-style-type: none"> <li>• Introduction to (selected) shorter non-essay questions.</li> </ul>	<p>non-essay questions.</p>
<p><b>Autumn 2</b></p>	<p><b>Understanding Social Inequalities continued</b></p> <ul style="list-style-type: none"> <li>• Inequalities based on ethnicity: prejudice and discrimination</li> <li>• Functionalism, Marxism, and feminism</li> <li>• Government policies (eg policing and education)</li> <li>• Cultural diversity</li> </ul> <p><b>Crime and Deviance continued</b></p> <ul style="list-style-type: none"> <li>• Different perspectives on crime and deviance: functionalism, Marxism, feminism</li> </ul> <p><b>Preparation for the November Assessment</b></p> <ul style="list-style-type: none"> <li>• One examination paper produced to focus on strengths and weaknesses that have emerged in this term.</li> </ul>	<p><b>Understanding Social Inequalities</b></p> <ul style="list-style-type: none"> <li>• A chronological approach to the way issues have been identified and researched</li> <li>• The beginnings of immigration as a factor in the 1950s: Patterson</li> <li>• From functionalism/structuralism to interactionism in the 1970s: Pryce and subcultures – the ethnic minority group is not homogeneous</li> <li>• Experiences of British-born members of ethnic minority groups (second-generation)</li> <li>• Differences between first- and second-generation</li> <li>• Recognition of institutionalised racism in the 1980s: Scarman Report (1981) and Swann Report (1985)</li> <li>• Gradual awareness of diversity: ‘not all minority groups are the same’</li> <li>• Intersectionism: class, gender, and ethnicity in combination</li> <li>• Emergence of Islamophobia in the 1990s (eg Alexander’s The Asian Gang, 2000)</li> <li>• Discrimination in different sectors (eg education, housing, employment)</li> </ul> <p><b>Crime and deviance</b></p> <ul style="list-style-type: none"> <li>• Functionalism and the New Right</li> <li>• Marxism and neo-Marxism</li> <li>• Right realism and left realism</li> <li>• Feminism: gender and crime, constructions of femininity (eg chivalry factor) and masculinity</li> </ul>	<p><b>An appreciation of contested knowledge</b></p> <ul style="list-style-type: none"> <li>• Students can now move to a more sophisticated understanding of different interpretations as they judge, in relation to social inequalities, the relative importance of class, gender and ethnicity</li> <li>• They should now see the importance of considering material from any part of the course when drafting responses to examination questions</li> <li>• For example: when discussing ethnicity, how do arguments based on class/gender contribute to the discussion?</li> <li>• Work in class will include, for example, discussion of a range of examination questions on one topic: what are the requirements of questions worded slightly differently?</li> <li>• This work will help students refine their application of knowledge.</li> </ul> <p><b>Examination preparation</b></p> <ul style="list-style-type: none"> <li>• Students should distinguish ongoing revision of work done in class from focused examination preparation.</li> <li>• The latter requires students to address not just assessment objectives (how to gain good marks) but the need to practise writing in examination settings.</li> <li>• A-level students will approach examination preparation step-by-step: one examination paper in November and two papers in February.</li> </ul>	<p><b>The November Assessment:</b> a formal examination</p> <ul style="list-style-type: none"> <li>• One paper: probably one hour 30 minutes (no valid reason for more at this stage of the course).</li> <li>• This examination will be discussed in class and objectives for individual students outlined.</li> </ul>

<p><b>Spring 1</b></p>	<p><b>Understanding Social Inequalities continued</b></p> <ul style="list-style-type: none"> <li>• Inequalities based on age</li> <li>• Social construction of age</li> <li>• How do sociologists approach the question of 'age'?</li> </ul> <p><b>Families and relationships</b></p> <ul style="list-style-type: none"> <li>• Picking up one of the AS topics</li> </ul> <p><b>Preparation for the February Assessment</b></p> <ul style="list-style-type: none"> <li>• Homework: assessed work on Socialisation, Culture and Identity and Families and Relationships</li> </ul>	<p><b>For Age inequalities</b></p> <ul style="list-style-type: none"> <li>• Social construction of age: 'old' and 'young' must be established in context</li> <li>• Dependent populations: 'old' and 'young'</li> <li>• Ageing population (birth/death rates etc)</li> <li>• Functionalism</li> <li>• Marxism</li> <li>• Feminism</li> <li>• Interactionism</li> <li>• Postmodernism</li> </ul> <p><b>For Socialisation, Culture and Identity</b></p> <ul style="list-style-type: none"> <li>• As for these topics on the AS Sociology course</li> </ul> <p><b>For Families and Relationships</b></p> <ul style="list-style-type: none"> <li>• As for these topics on the AS Sociology course</li> </ul>	<p><b>An appreciation of contested knowledge</b></p> <ul style="list-style-type: none"> <li>• Students now add age to class, gender and ethnicity: what is the importance, eg, of gender in relation to age?</li> </ul> <p><b>Revision and retrieval</b></p> <ul style="list-style-type: none"> <li>• As all four parts of the social inequalities topic have now been introduced, students can start to relate these issues to their work for Unit 1: Socialisation, Culture and Identity and Families and Relationships – reinforcing the importance of selection and application of knowledge (what is useful to this or that question) as well as practising synopticism</li> <li>• Lessons are organised round topics that will end themselves to work appropriate to all parts of the course: the holistic approach</li> </ul>	<p><b>February Assessment</b></p> <ul style="list-style-type: none"> <li>• For A-level students: two examination papers</li> <li>• Rationale as above for the November Assessment</li> <li>• Papers are therefore edited hybrids with a focus on specific learning objectives identified, discussed, and agreed on</li> </ul>
<p><b>Spring 2</b></p>	<p><b>Socialisation, Culture and Identity and Families and relationships</b></p> <ul style="list-style-type: none"> <li>• Examples of topics that provide an overview for Unit 1</li> </ul> <p><b>Globalisation and the Digital Social World</b></p> <ul style="list-style-type: none"> <li>• A 'minor' topic on Unit 3 that facilitates revision of other topics and encourages synopticism</li> </ul>	<p><b>Socialisation, Culture and Identity and Families and relationships</b></p> <ul style="list-style-type: none"> <li>• As for these topics on the AS Sociology course</li> </ul> <p><b>Globalisation and the Digital Social World</b></p> <ul style="list-style-type: none"> <li>• The relationship between globalisation and digital forms of communication</li> <li>• The impact of digital forms of communication in a global context</li> <li>• Globalisations</li> <li>• Digital divide</li> <li>• Digital revolution and new social media</li> <li>• Virtual communities</li> <li>• Perspectives: functionalism, Marxism, feminism</li> </ul>	<p><b>Examination preparation</b></p> <ul style="list-style-type: none"> <li>• Revision of these topics must now refine synopticism by bringing together topics from different parts of the course</li> <li>• Example: digital technology and family relations (ref Turtle)</li> <li>• Work in class geared towards the first public examination in mid-May</li> <li>• Students refine pacing in examinations of a particular length</li> </ul>	<ul style="list-style-type: none"> <li>• Writing for assessment now focuses on writing responses in combination, then full papers, always in timed conditions</li> </ul>

**Summer 1****Final examination preparation:**

- H580/01
- H580/02
- H580/03

TBA when we get there: based on the lessons available before examinations start in mid-May

**Examination preparation**

- TBA

- Full papers