

Accredited

AS and A LEVEL

H180/H580

SOCIOLOGY

Example Course Plan

June 2015



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The purpose of this course plan is to demonstrate how the specification might be translated into a one year (AS) and two year (A Level) teaching scheme. One of the first things which teachers are required to do with a new specification is to work out how much time to allocate to each part of the specification and to ensure that full specification coverage can be taught in a set time frame, given timetabling constraints. Within this course plan, opportunities have been built in for regular assessment and review points. **This example course plan is based on a provision of 4.5 hours a week and is in no way prescriptive or definitive; it is just one suggestion of how a teacher may plan the course.** The content referred to here matches the wording of the specification therefore it would be useful to read the documents alongside each other.

YEAR 12

Component 1: Socialisation, Culture and Identity

Section A – Introducing Socialisation, Culture and Identity

| Week | Content |
|------|--|
| 1 | Course introduction. Culture, norms and values and different types of culture |
| 2 | Socialisation, nature/nurture, social control |
| 3 | An introduction to sociological theory |
| 4 | Introduction to identity. Disability and identity, sexuality and identity |
| 5 | Gender identity and changing gender identities |
| 6 | Social class identities and changing social class identities |
| 7 | Ethnic, national and hybrid identities |
| 8 | Age identities and the intersection of identities. Review and assessment point |

Section B Option 1: Families and Relationships

| Week | Content |
|------|--|
| 1 | The diversity of family and household types in the contemporary UK |
| 2 | Marriage, divorce, cohabitation. Demographic changes. Patterns, trends and reasons. |
| 3 | The ideology of the nuclear family / the role and desirability of the nuclear family |
| 4 | Theoretical debates and the extent of family diversity |
| 5 | Roles and relationships between partners |
| 6 | Roles and relationships between parents and children |
| 7 | Review and assessment |



Section B Option 2: Youth subcultures

| Week | Content |
|------|--|
| 1 | An introduction to youth subcultures with examples of subcultures. Subcultures as related to social class, gender, ethnicity and hybridity |
| 2 | Theoretical views of the role and formation of youth culture and subcultures |
| 3 | Different types of deviant subcultures and patterns and trends in youth deviance |
| 4 | Explanations for why young people participate in deviant subcultures: Culture and identity, Functionalism and New Right |
| 5 | Explanations for why young people participate in deviant subcultures: Marxism, Neo-Marxism and Interactionism |
| 6 | The media and youth deviance: amplification, folk devils and moral panics |
| 7 | Review and assessment |

Section B Option 3: Media

| Week | Content |
|------|--|
| 1 | Representations in the media: Gender and theoretical explanations |
| 2 | Representations in the media: Ethnicity and theoretical explanations |
| 3 | Representations in the media: Social class and theoretical explanations |
| 4 | Representations in the media: Age and theoretical explanations |
| 5 | Theoretical views of media effects: Direct, indirect and active audience |
| 6 | The role of the media in deviance amplification and the creation of moral panics |
| 7 | Review and assessment |

Component 2: Researching and understanding social inequalities**Section A – Research methods and researching social inequalities**

This course plan is based on the idea that students can do an independent learning module on the different types of methods. Where reference is made to “methods in context”, the idea is when teaching the evidence of inequalities, this can be cross referenced with different methods. For example a study which uses questionnaires for evidence of class inequalities.

| Week | Content |
|------|--|
| 1 | An introduction of social inequality and an introduction to research methods |
| 2 | What is the relationship between theory and methods? |
| 3 | What are the main stages of the research process? |
| 4 | Evidence of class inequalities (and link to research methods) |
| 5 | Methods in the context of class inequalities |
| 6 | Review and assessment |



Section B: Understanding social inequalities (AS section)

| Week | Content |
|------|---|
| 1 | Sociological explanations of social class inequalities: Functionalism and New Right |
| 2 | Sociological explanations of social class inequalities: Marxism |
| 3 | Evidence of gender inequalities (and link to research methods) |
| 4 | Methods in the context of gender inequalities |
| 5 | Sociological explanations of gender inequalities: Functionalism |
| 6 | Sociological explanations of gender inequalities: Feminism |
| 7 | Review and assessment |

AS / Year 12 Exam Revision

| Week | Content |
|------|--------------------|
| 1 | Revision and exams |
| 2 | Revision and exams |
| 3 | Revision and exams |
| 4 | Revision and exams |
| 5 | Revision and exams |
| 6 | Revision and exams |

Section B: Understanding social inequalities (A Level section)

| Week | Content |
|------|--|
| 1 | Understanding Weberianism and applying it to social class |
| 2 | Evidence of ethnic inequalities (and link to research methods) |
| 3 | Sociological explanations of ethnic inequalities: Functionalism, New Right, Marxism, Weberianism |
| 4 | Evidence of age inequalities (and link to research methods) |
| 5 | Sociological explanations of age inequalities (Functionalism, New Right, Feminism) |
| 6 | Sociological explanations of age inequalities (Marxism, Weberianism) |



YEAR 13

Component 3 – Debates in contemporary society

Section A: Globalisation and the digital social world

| Week | Content |
|------|--|
| 1 | Introduction to the theme of globalisation and digital forms of communication |
| 2 | Developments in digital forms of communication in a global society |
| 3 | Theories applied to digital forms of communication: Marxism and feminism |
| 4 | Theories applied to digital forms of communication: Postmodernism |
| 5 | The impact of digital forms of communication on: people's identity, and relationships |
| 6 | The impact of digital forms of communication on social inequality |
| 7 | The impact of digital forms of communication on cultural homogenisation; cultural defence/ glocalisation |
| 8 | Review and assessment |

Section B Option 1: Crime and deviance

| Week | Content |
|------|---|
| 1 | Definitions: Crime, deviance, social order, social control, relativity, social construction |
| 2 | Measuring crime: Official statistics. The social distribution of crime: Social class, gender, ethnicity and age |
| 3 | Measuring crime: Victim surveys and self-report studies |
| 4 | Patterns of crime in a global context: Organised crime; green crime |
| 5 | Functionalist and New Right theories of crime |
| 6 | Functionalist subcultural theories of crime |
| 7 | Interactionist theories of crime |
| 8 | Marxist and neo-Marxist theories of crime |
| 9 | Realist theories of the causes of crime |
| 10 | Social policy and crime: Left wing; right wing |
| 11 | Patterns and trends of offending: Gender (feminism) |
| 12 | Patterns and trends of offending: Ethnicity |
| 13 | Patterns and trends of offending: Social class, age. Review theories. Revisit social construction of crime and measuring crime from a theoretical viewpoint |



Sections B Option 2: Education

| Week | Content |
|------|---|
| 1 | The diversity of educational provision: Different types of educational institutions |
| 2 | Government policies from 1988: link with ideological influences (New Right and social democratic) |
| 3 | Functionalist theories of the role of education (and link to New Right from week 2) |
| 4 | Marxist theories on the role of education |
| 5 | Liberal views on the role of education. Social democratic views (link to week 2) |
| 6 | Feminist views on the role of education |
| 7 | Applying theories to the relationship between education and work: functionalism, Marxism and New Right |
| 8 | Differential educational achievement: Patterns and explanations – social class |
| 9 | Differential educational achievement: Patterns and explanations – gender |
| 10 | Differential educational achievement: Patterns and explanations – ethnicity |
| 11 | Educational inequalities in a global context |
| 12 | Recap on government educational policies from 1988 (week 2). The impact of educational policy on: competition, diversity and choice |
| 13 | The impact of educational policies on: raising standards; equality and equality of opportunity |

Section B Option 3: Religion, belief and faith

| Week | Content |
|------|---|
| 1 | Defining religion, faith and belief. Different types of religious institutions and movements |
| 2 | Measuring religion, faith and belief |
| 3 | Functionalist theories of religion |
| 4 | Marxist and neo-Marxist theories of religion |
| 5 | Weberian theories of religion |
| 6 | Feminist theories of the role of religion |
| 7 | Phenomenological theories of the role of religion; postmodern theories of religion |
| 8 | Consider the two main debates in relation to the above theories: is religion positive or negative; is religion a conservative force or a force for change |
| 9 | Patterns and trends: Social class and gender |
| 10 | Patterns and trends: Ethnicity and age |
| 11 | The secularisation debate: Pro-secularisation (also consider the global context) |
| 12 | The secularisation debate: Anti-secularisation (also consider the global context) |
| 13 | Religion and social policy |



A Level Revision

| Week | Content |
|------|--|
| 1 | Revise component 1 from the first year of study: exam practice and preparation |
| 2 | Revise component 1 from the first year of study: exam practice and preparation |
| 3 | Revise component 1 from the first year of study: exam practice and preparation |
| 4 | Revise component 1 from the first year of study: exam practice and preparation |
| 5 | Revise component 1 from the first year of study: exam practice and preparation |
| 6 | Revise component 2 from the first year of study: exam practice and preparation |

| Week | Content |
|------|--|
| 1 | Revise component 2 from the first year of study: exam practice and preparation |
| 2 | Revise component 2 from the first year of study: exam practice and preparation |
| 3 | Revise component 2 from the first year of study: exam practice and preparation |
| 4 | Revise component 2 from the first year of study: exam practice and preparation |
| 5 | Revise component 3 |
| 6 | Revise component 3 |



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