

Curriculum Overview Templates– Holly Lodge Girls’ College

Year 12 A Level Sociology OCR		
<u><b>Title: Paper 1 Socialisation, culture and identity</b></u> <u><b>Section A: Introducing socialisation, culture and identity</b></u>	Curriculum content	Assessment
What is culture?	Culture, norms and values Types of culture: <ul style="list-style-type: none"> <li>• subculture</li> <li>• high culture</li> <li>• popular culture</li> <li>• global culture</li> <li>• consumer culture</li> </ul> Cultural diversity Cultural hybridity	6-mark exam questions on each concept  DIRT completed  Whole class and individual feedback  Modelled WAGOLL’s Mark schemes Candidate responses and feedback
What is socialisation?	Primary and secondary socialisation  Agencies of socialisation: <ul style="list-style-type: none"> <li>• family</li> <li>• peer group</li> <li>• media</li> <li>• religion</li> <li>• education</li> <li>• workplace</li> </ul> Nature/nurture debate  Formal agencies of social control: <ul style="list-style-type: none"> <li>• police</li> <li>• law/legal system</li> <li>• courts</li> </ul>	12-mark exam question on agencies of socialisation  12-mark exam question on nature/nurture  20-mark exam question on social control  DIRT completed  WAGOLL’s Mark Schemes Candidate responses and feedback

	<ul style="list-style-type: none"> <li>• government</li> <li>• military</li> </ul> Informal agencies of social control: <ul style="list-style-type: none"> <li>• family</li> <li>• peer group/subcultures</li> <li>• media</li> <li>• religion</li> <li>• education</li> <li>• workplace</li> </ul>	
	The concept of identity  Aspects of identity and the associated cultural characteristics: <ul style="list-style-type: none"> <li>• ethnicity</li> <li>• nationality</li> <li>• gender</li> <li>• social class</li> <li>• sexuality</li> <li>• age</li> <li>• disability</li> </ul> Hybrid identities	20-mark essay timed questions on  Social class and how it is no longer important Disability as a negative identity  Assessment paragraphs on ethnicity and hybridised identities  <b>End of Section A timed exam 6,12,20-mark questions. November 16<sup>th</sup> 2023</b>  DIRT Modelled WAGOLL's Mark schemes Candidate responses and feedback Individual and class feedback
<p><b><u>Title: Paper 1 Socialisation, culture and identity</u></b>  <u>Section B Option 2: Youth subcultures</u></p>		
How and why are youth culture and subcultures formed?	Theoretical views of the role and formation of youth culture and subcultures: <ul style="list-style-type: none"> <li>• functionalism</li> <li>• Marxism/neo-Marxism</li> </ul>	

	<ul style="list-style-type: none"> <li>• feminism</li> <li>• postmodernism</li> </ul> <p>Subcultures as related to:</p> <ul style="list-style-type: none"> <li>• social class</li> <li>• gender</li> <li>• ethnicity</li> <li>• hybridity</li> </ul>	<p>24 mark timed essay on the main theoretical views of the role and formation</p> <p>Complete 2 from this section</p> <p>DIRT</p>
<p>Why do young people participate in deviant subcultures?</p>	<p>Deviant subcultures:</p> <ul style="list-style-type: none"> <li>• delinquent subcultures</li> <li>• criminal subcultures</li> <li>• spectacular youth subcultures</li> <li>• anti-school subcultures</li> <li>• gangs</li> </ul> <p>Patterns and trends in youth deviance related to:</p> <ul style="list-style-type: none"> <li>• social class</li> <li>• gender</li> <li>• ethnicity</li> </ul> <p>Explanations for young people participating in deviant subcultures:</p> <ul style="list-style-type: none"> <li>• functionalism/New Right</li> <li>• Marxism/neo-Marxism</li> <li>• interactionism</li> <li>• culture and identity</li> </ul> <p>The media and youth deviance:</p> <ul style="list-style-type: none"> <li>• deviance amplification</li> <li>• folk devils</li> <li>• moral panics</li> </ul>	<p>Exam questions and DIRT</p> <p><b>Paper 1 full examination</b>  <b>Year 12 mock examinations February 2024</b></p>

<p><u>Component 2: Researching and understanding social inequalities</u></p> <p><u>Section A: Researching social inequalities</u></p>		
<p>What is the relationship between theory and methods?</p>	<p>Positivism:</p> <ul style="list-style-type: none"> <li>• patterns</li> <li>• trends</li> <li>• objectivity</li> <li>• value freedom</li> <li>• quantitative data</li> </ul> <p>Interpretivism:</p> <ul style="list-style-type: none"> <li>• meanings and experiences</li> <li>• verstehen and empathy</li> <li>• rapport</li> <li>• subjectivity</li> <li>• researcher imposition</li> <li>• reflexivity</li> <li>• qualitative data</li> </ul> <p>Key research concepts:</p> <ul style="list-style-type: none"> <li>• validity</li> <li>• reliability</li> <li>• representativeness</li> <li>• generalisability</li> </ul>	<p>Homework exam questions DIRT</p>
<p>What are the main stages of the research process?</p>	<p>Key concepts in the research process:</p> <ul style="list-style-type: none"> <li>• factors influencing the choice of research topic</li> <li>• aims/hypothesis/research questions</li> <li>• primary data</li> <li>• secondary data</li> <li>• operationalisation</li> <li>• pilot studies</li> <li>• data collection</li> <li>• respondent validation</li> <li>• longitudinal studies</li> </ul>	<p>Exam questions DIRT</p>

	<ul style="list-style-type: none"> <li>• interpretation of data</li> <li>• the relationship between sociology and social policy</li> </ul> <p>Sampling process Sampling techniques</p> <ul style="list-style-type: none"> <li>• random</li> <li>• systematic</li> <li>• stratified</li> <li>• snowball</li> <li>• volunteer</li> <li>• opportunity</li> <li>• purposive</li> <li>• quota</li> </ul> <p>Access and gatekeeping Ethics</p>	
<p>Which methods are used in sociological research?</p>	<p>Research methods:</p> <ul style="list-style-type: none"> <li>• questionnaires</li> <li>• structured interviews</li> <li>• statistical data (official and non-official)</li> <li>• content analysis</li> <li>• observations (participant, non-participant, covert, overt)</li> <li>• unstructured interviews</li> <li>• semi structured interviews</li> <li>• ethnography</li> </ul> <p>Quantitative and qualitative data Mixed methods</p> <ul style="list-style-type: none"> <li>• triangulation • methodological pluralism</li> </ul>	<p><b>End of component section A paper 2 assessment April 2024</b></p> <p>DIRT</p>

<p><u>Component 2: Researching and understanding social inequalities</u></p> <p><u>Section B: Understanding social inequalities</u></p>		
<p>What are the main patterns and trends in social inequality and difference?</p>	<p>Social inequality and difference in relation to:</p> <ul style="list-style-type: none"> <li>• social class</li> <li>• gender</li> <li>• ethnicity</li> <li>• age</li> </ul>	<p>20 mark essay questions, one on each topic timed</p> <p>DIRT</p>
<p>How can patterns and trends in social inequality and difference be explained?</p>	<p>The main sociological explanations of social inequality and difference:</p> <ul style="list-style-type: none"> <li>• functionalism</li> <li>• Marxism</li> <li>• Weberian</li> <li>• feminism</li> <li>• New Right</li> </ul>	<p>40 mark essay questions, 2 timed</p> <p>DIRT</p> <p><b>End of component 2 mock examination June 2023</b></p>