

	Term 1A	Term 1B	Term 2A	Term 2B	Term 3A	Term 3B
Year 10	<b>Families</b> <ul style="list-style-type: none"> <li>• Functions of families</li> <li>• Family forms</li> <li>• Conjugal role relationships</li> </ul>	<b>Families</b> <ul style="list-style-type: none"> <li>• Changing relationships within families</li> <li>• Criticisms of families</li> <li>• Divorce</li> </ul>	<b>Sociological research methods</b> <ul style="list-style-type: none"> <li>• Qualitative and quantitative methods</li> <li>• Different types of data</li> </ul>	<b>Sociological research methods</b> <ul style="list-style-type: none"> <li>• Primary and secondary sources</li> <li>• Practical issues</li> <li>• Ethical issues</li> </ul>	<b>Education</b> <ul style="list-style-type: none"> <li>• Roles and functions of education</li> <li>• The relationship between education and capitalism</li> </ul>	<b>Education</b> <ul style="list-style-type: none"> <li>• Educational achievement</li> </ul>
Year 11	<b>Crime and deviance</b> <ul style="list-style-type: none"> <li>• The social construction of crime and deviance</li> <li>• Social control</li> </ul>	<b>Crime and deviance</b> <ul style="list-style-type: none"> <li>• Criminal and deviant behaviour</li> <li>• Data on crime</li> </ul>	<b>Social stratification</b> <ul style="list-style-type: none"> <li>• Functionalist theory of stratification</li> <li>• Socio-economic class</li> </ul>	<b>Social stratification</b> <ul style="list-style-type: none"> <li>• Life chances</li> <li>• Poverty as a social issue</li> </ul>	<b>Social stratification</b> <ul style="list-style-type: none"> <li>• Power and authority</li> </ul>	<b>Social stratification</b> <ul style="list-style-type: none"> <li>• Power relationships</li> <li>• Revision</li> </ul>
Year 12	<b>Families and Households</b> <ul style="list-style-type: none"> <li>• the relationship of the family to the social structure and social change</li> <li>• the economy and to state policies</li> </ul>	<b>Families and Households</b> <ul style="list-style-type: none"> <li>• changing patterns of marriage, cohabitation, separation, divorce, childbearing and life course</li> <li>• the sociology of personal life</li> <li>• the diversity of contemporary family and household structures</li> <li>• gender roles, domestic labour and power relationships within the family in contemporary society</li> </ul>	<b>Families and Households</b> <ul style="list-style-type: none"> <li>• the nature of childhood, and changes in the status of children in the family and society</li> <li>• demographic trends in the United Kingdom since 1900: birth rates, death rates, family size, life expectancy, ageing population, and migration and globalisation.</li> </ul>	<b>Research Methods</b> <ul style="list-style-type: none"> <li>• quantitative and qualitative methods of research</li> <li>• sources of data, including questionnaires, interviews, participant and non-participant observation, experiments, documents and official statistics</li> <li>• the distinction between primary and secondary data, and between quantitative and qualitative data</li> <li>• the relationship between positivism, interpretivism and sociological methods; the nature of 'social facts'</li> <li>• the theoretical, practical and ethical considerations influencing choice of topic, choice of method(s) and the conduct of research</li> </ul>	<b>Education</b> <ul style="list-style-type: none"> <li>• the role and functions of the education system</li> <li>• differential educational achievement of social groups by social class, gender and ethnicity in contemporary society</li> <li>• relationships and processes within schools, with particular reference to teacher/pupil relationships, pupil identities and subcultures, the hidden curriculum, and the organisation of teaching and learning</li> </ul>	<b>Education</b> <ul style="list-style-type: none"> <li>• the significance of educational policies, including policies of selection, marketisation and privatisation, and policies to achieve greater equality of opportunity or outcome</li> <li>• an understanding of the structure, role, impact and experience of and access to education</li> <li>• the impact of globalisation on educational policy</li> </ul>
Year 13	<b>Crime and Deviance</b> <ul style="list-style-type: none"> <li>• crime, deviance, social order and social control</li> <li>• the social distribution of crime and deviance by ethnicity, gender and social class, including recent patterns and trends in crime</li> </ul>	<b>Crime and Deviance</b> <ul style="list-style-type: none"> <li>• globalisation and crime in contemporary society; the media and crime; green crime; human rights and state crimes</li> <li>• crime control, surveillance, prevention and punishment, victims, and the role of the criminal justice system and other agencies</li> </ul>	<b>Sociological Theory</b> <ul style="list-style-type: none"> <li>• consensus, conflict, structural and social action theories</li> <li>• the concepts of modernity and post-modernity in relation to sociological theory</li> <li>• the nature of science and the extent to which Sociology can be regarded as scientific</li> </ul>	<b>Sociological Theory</b> <ul style="list-style-type: none"> <li>• the relationship between theory and methods</li> <li>• debates about subjectivity, objectivity and value freedom</li> <li>• the relationship between Sociology and social policy</li> </ul>	<b>Beliefs in Society</b> <ul style="list-style-type: none"> <li>• ideology, science and religion, including both Christian and non-Christian religious traditions</li> <li>• the relationship between social change and social stability, and religious beliefs, practices and organisations</li> </ul>	<b>Beliefs in Society</b> <ul style="list-style-type: none"> <li>• religious organisations, including cults, sects, denominations, churches and New Age movements, and their relationship to religious and spiritual belief and practice</li> <li>• the relationship between different social groups and religious/spiritual organisations and movements, beliefs and practices</li> <li>• the significance of religion and religiosity in the contemporary world, including the nature and extent of secularisation in a global context, and globalisation and the spread of religions</li> </ul>