

Year 12 Topics

In year 12 we teach the following topics over the course of the year. Each topic draws on prior learning, and develops and deepens the Core knowledge that will underpin all areas of the curriculum at KS5 and onward into undergraduate courses.

Topic	Rationale	Declarative Knowledge (<i>To know....</i>)	Key Tier 3 Vocabulary	Procedural Knowledge (<i>To know how to.....</i>)
Family & Households	The study of family & households is the first topic covered due to its personal and familiar nature to the students.	Why do we study family and households?	Structural definition, functional definition, nuclear family, <i>Murdoch</i>	AO1: Demonstrate knowledge and understanding of: <ul style="list-style-type: none"> • sociological theories, concepts and evidence • sociological research methods AO2: Apply sociological theories, concepts, evidence and research methods to a range of issues AO3: Analyse and evaluate sociological theories, concepts, evidence and research methods in order to: <ul style="list-style-type: none"> • present arguments • make judgements • draw conclusions
		Functionalist views of the role of the family.	Structural theory, biological analogy, value consensus, functional prerequisites, social order, social cohesion, social solidarity, collective conscience, nuclear family, expressive role, instrumental role, primary socialisation, warm bath theory, dark side of the family, <i>Murdoch, Parsons</i>	
		New Right views of the role of the family.	Deviant families, dependency culture, underclass, single parent, same sex, feminism, <i>Murray</i>	
		Marxist views of the role of the family.	Structural theory, conflict theory, capitalism, Bourgeoisie, Proletariat, infrastructure, superstructure, profit, exploitation, repressive state apparatus, ideological state apparatus, ruling class ideology, false class consciousness, revolution, safety valve, sexual division of labour, monogamy, consumption, <i>Althusser, Engels, Zaretsky</i>	

		Feminist views of the role of the family.	Liberal, Radical, Marxist, Difference, structural conflict theory, patriarchy, gender equality, legislation, malestream, ethnocentric, separatism, political lesbianism, <i>Oakley</i>
		Postmodernist and Personal Life Perspective on family diversity.	Choice, freedom, individualism, disembedded, fragmentation, pick and mix society, hybrid identities, globalisation, construct, relatedness, fictive kin, pure relationship, relationality, chosen families, negotiated families, neo-conventional nuclear family, migration, net migration, multi-generational household, living apart together, singletons, matrifocal, dual heritage, extended, <i>Nordqvist & Smart, Giddens, Chester, Rapoport, Berthoud</i>
		How has the process of industrialisation and urbanisation influenced family structure?	Family structure (size and type), gender roles, segregated/joint conjugal roles, sexual division of labour, nuclear, extended, symmetrical, functional fit, structural isolation, geographically mobile, ascribed to achieved status, meritocracy, structural isolation, beanpole families, <i>Parsons, Laslett, Anderson, Young & Willmott</i>

		<p>Domestic division of labour debate. Have conjugal roles and relationships become more equal?</p>	<p>Segregated to joint conjugal roles, equal and democratic, child centred, home centred, privatised, march of progress, symmetrical family, feminism, stratified diffusion, kinship network, lagged adaption, gender identities, dual income, lagged adaption, dual burden, triple shift, decision making, power, financial control, pooling, allowance system, domestic abuse, coercive control, patriarchy, <i>Young & Willmott, Future Foundation, Gershuny, Silver & Schor, Oakley, Duncombe & Marsden, Dunne, Edgell, Pahl & Vogler, Dobash & Dobash, Wilkinson, Donovan</i></p>	
		<p>Demographic trends in the UK since 1900. How has demography affected family structure and roles?</p>	<p>Population size, population structure, BR, TFR, DR, IMR, Migration, immigration, emigration, net migration, Census, Feminism, legislation, attitudes, Postmodernism, Personal Life Perspective, Secularisation, child centred, preventative health care, NHS, Welfare state, baby bust, dependency ratio, life expectancy, ageing population, dependency ratio, retirement age, singletons, LAT, empty nest, empty shell, beanpole, sandwich/pivot generation, positive ageing, grey consumerism, U3A, globalisation, <i>Sharpe, Harper, Blaikie, Berthoud</i></p>	

		<p>Reasons for the changing patterns of cohabitation, marriage and divorce.</p>	<p>Empty nest, empty shell, ageing population, singleton, single parent, alternative/trial, Feminism, Postmodernism, PLP, secularisation, sin, legislation, welfare state, New Right, delay not reject, remarriage, step/blended families, same sex relationships</p>	
		<p>The nature of childhood, and changes in the status of children in the family and society.</p>	<p>Social construction, social invention, historically and culturally relative, “little adults”, economic asset, compulsory education, school leaving age, Century of the child, IMR, protection, privilege, social blurring, death of childhood, childhood shortened/disappearing, Let Children be Children campaign, toxic childhood, pester power, cash rich but time poor, age patriarchy, <i>Wagg, Benedict, Aries, Cunningham, Shorter, Postman, Palmer, Pugh, Gittins</i></p>	
		<p>Social policy and family and households. How can social policy affect family diversity?</p>	<p>Familial ideology, family structure and roles, direct and indirect policies, Functionalist, march of progress, New Right, dependency culture, Marxist, surveillance, Feminism, gender equality, familistic gender regimes, individualistic gender regimes, Conservative, Labour, Coalition, China’s one-child policy, <i>Donzelot, Condry</i></p>	

Topic	Rationale	Declarative Knowledge (To know.....)	Key vocabulary	Procedural Knowledge (To know how to.....)
Sociology of Education	Sociology of education is a compulsory topic within the AQA syllabus. Elements within the topic will challenge students ideas about the role education has played in their lives.	Functionalist view of the role of education.	Biological analogy, secondary socialisation, value consensus, social solidarity, hidden curriculum, particularistic to universalistic standards, ascribed to achieved status, meritocracy, myth of meritocracy, role allocation, sift and sort, <i>Durkheim, Parsons, Davis & Moore</i>	AO1: Demonstrate knowledge and understanding of: <ul style="list-style-type: none"> • sociological theories, concepts and evidence • sociological research methods AO2: Apply sociological theories, concepts, evidence and research methods to a range of issues AO3: Analyse and evaluate sociological theories, concepts, evidence and research methods in order to: <ul style="list-style-type: none"> • present arguments • make judgements • draw conclusions
		Marxist view of the role of education.	Ideological control, ISA, secondary socialisation, capitalism, bourgeoisie, proletariat, exploitation, false class consciousness, correspondence theory, passive and docile, subservient, myth of meritocracy, alienation, extrinsic satisfaction, hierarchy of authority, fragmentation of knowledge, competition and division, anti-school subculture, fatalistic attitude, immediate gratification, <i>Althusser, Bowles & Gintis, Willis, Bourdieu</i>	
		Differential education achievement: Class background – external factors.	FSM, disadvantaged, pupil premium, external factors, material deprivation, cultural deprivation, cultural capital, linguistic deprivation, elaborate code, restricted code, fatalistic attitude, immediate gratification, deferred gratification, habitus, symbolic violence, Nike identity, skilled chooser,	

			unskilled/disconnected chooser, <i>Douglas, Bourdieu, Bernstein, Reay, Feinstein, Ball</i>	
		Differential education achievement: Class background – internal factors.	Internal factors, Interactionists, teacher labelling, self-concept, self-identity, self-fulfilling prophecy, speculation, elaboration, stabilisation, streaming, peer labelling, pupil subcultures, pro-school subculture, anti-school subculture, differentiation, polarisation, habitus, Nike identity, cultural difference theory, education policy, Tripartite system, comprehensivisation, vocational education, marketization policies, compensatory education policies, <i>Becker, Hargreaves, Rosenthal & Jacobson, Keddie, Labov, Archer, Bourdieu, Hollingsworth</i>	
		Differential education achievement: Gender – external factors.	Feminism, aspiration, motivation, expectations, family, legislation – Equal Pay Act 1970, Sex Discrimination Act 1975, bedroom culture, literacy, communication, crisis of masculinity, career opportunities, <i>Sharpe</i>	
		Differential education achievement: Gender – internal factors. Gender differences in subject choice.	Policies, Gist, Wise, national curriculum, coursework, linear exams, feminisation of education, labelling, ideal pupil, self-fulfilling prophecy, peer pressure, gender socialisation, hegemonic masculinity, gendered career opportunities, gendered subject image, <i>Becker, Norman, Lees, Mac an Ghail, Willis</i>	

		Differential education achievement: Ethnicity – external factors.	Material deprivation, Swann report, discrimination, racism, cultural deprivation, EAL, unskilled choosers, Tiger mums, <i>Connor, Keddie, Murray, Pryce, Driver & Ballard, Khan, Bernstein</i>	
		Differential education achievement: Ethnicity – internal factors.	Labelling, racialized expectations, self-fulfilling prophecy, subcultures, ethnocentric curriculum, multi-cultural education, anti-racist education, marketization policies, compensatory education policies, <i>Becker, Gillborn & Youdell, Fuller, Sewell, Coard</i>	
		Education Policy: 1944 Butler Act	Tripartite system, grammar schools, technical schools, secondary modern schools, meritocratic, myth of meritocracy, equality of opportunity, parity of esteem, 11+ exam, cultural bias, comprehensive schools, streaming	
		Education Policy: 1988 Education Act – marketisation.	New Right, meritocracy, competition, choice, parentocracy, national curriculum, league tables, open enrolment, end of catchment areas, formula funding, vocational education, Ofsted, polarisation, cream skimming, silt shifting, sink school, A-C economy, educational triage, English Bacc, Free schools, Academies <i>Chubb & Moe, Gillborn & Youdell, Gerwitz</i>	
		Education Policy: Compensatory education policies.	Culturally and materially deprived, reduce inequality, promote diversity, marketisation, literacy programmes, specialist status, EAZ, EMA, Aim Higher, SIP, pupil premium	

		Globalisation and education.	Teacher training, international education management organisations, PISA, geographical mobile workforce, global economy, flexible workforce, lifelong learning, migration, EAL, ethnocentric, multicultural, diversity, inclusion, Postmodernism, personalised timetables, flexibility, distance learning, iGCSE, free schools	
Topic	Rationale	Declarative Knowledge <i>(To know....)</i>	Key vocabulary/concepts	Procedural Knowledge <i>(To know how to....)</i>
Research Methodology	Research methodology is a compulsory part of the syllabus and is essential for students to consider how some sociologists gather their evidence and formulate their theories.	Introduction to research methodology terminology.	Empirical, non-empirical, operationalisation, primary, secondary, valid, reliable, representative, qualitative, quantitative, triangulation	AO1: Demonstrate knowledge and understanding of: <ul style="list-style-type: none"> • sociological theories, concepts and evidence • sociological research methods AO2: Apply sociological theories, concepts, evidence and research methods to a range of issues AO3: Analyse and evaluate sociological theories, concepts, evidence and research methods in order to: <ul style="list-style-type: none"> • present arguments • make judgements • draw conclusions
		Practical factors affecting choice of research method.	Time, cost, access, personal characteristics	
		Ethical factors affecting choice of research method.	Consent, informed consent, deception, confidentiality, illegal, immoral, harm	
		Theoretical factors affecting choice of research method.	Positivist, social facts, objectivity, Interpretivist, verstehen, subjectivity	
		Primary research; observation.	Participant, non-participant, covert, overt, getting in, staying in, getting out, hawthorn effect, going native	

		Primary research; interviews.	Structured, unstructured, semi-structured, open questions, closed questions, leading questions, socially desirable answer, interviewer bias, one-to-one, group	
		Primary research; questionnaires.	Postal, open questions, closed/coded questions, pilot study, sample, sample frame, sample size, random sample, stratified sample, systematic sample, snowball sample, opportunity sample, linguistic deprivation	
		Primary research; experiments.	Field experiment, artificial setting, laboratory experiment, natural setting, scientific, hypothesis, causal relationship, predictable, laws of human behaviour, correlations, control group, experimental group, objective, value-free, dependent variable, independent variable, extraneous variable, volunteer bias, comparative method	
		Secondary research	Official statistics, public documents, private documents, letters, diaries, paintings,	
		Methods in Context; primary research methods.	Practical, ethical, reliable, valid, representative, theoretical (positivist/interpretivist)	

		Methods in Context; secondary research methods.	Practical, ethical, reliable, valid, representative, theoretical (positivist/interpretivist)	
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