

# TBS Sociology Curriculum Map

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# Assessment Objectives

## AO1 Knowledge and understanding

Demonstrating knowledge and understanding of:

- sociological concepts, theories, evidence, views, research methods, arguments and debates
- the theoretical and practical considerations that influence the design and execution of sociological research
- relevant sociological research findings.

## AO2 Interpretation and application

Interpreting sociological material, including concepts, theories and evidence, and applying this to a range of issues. This includes:

- using relevant sociological material to support points or develop arguments
- explaining how sociological material is applicable to a particular issue or question
- demonstrating awareness of the links between the concepts, theories and evidence used to support points or develop arguments.

## AO3 Analysis and evaluation

Analysing and evaluating sociological theories, evidence, views, research methods, and arguments. This includes:

- explaining the strengths and limitations of sociological theories, views and research methods
- developing arguments against sociological theories and views
- investigating sociological theories and arguments to reveal underlying assumptions, value judgements, misconceptions, logical flaws and ideological influences
- discussing counter viewpoints or evidence to demonstrate the complexity of sociological issues and debates
- recognising the limitations of, or bias in, sociological and non-sociological evidence
- reaching conclusions based on a reasoned consideration of available evidence and arguments.

## Year 12

### Paper 1

Socialisation, identity and methods of research 1 hour 30 minutes

60 marks

Candidates answer four questions.

Section A: three compulsory questions

Section B: one essay (26 marks) from a choice of two

Externally assessed

50% of the AS Level

25% of the A Level

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### Paper 2

The Family 1 hour 30 minutes

60 marks

Candidates answer four questions.

Section A: three compulsory questions

Section B: one essay (26 marks) from a choice of two

Externally assessed

50% of the AS Level

25% of the A Level

## Paper 1 – Socialisation, identity and methods of research

This topic area has two central aims: first, to examine the role of socialisation in the creation of social identities; second, to introduce the basic methods of research, including concepts that can be used to evaluate the relevance and accuracy of sociological findings.

### 1 Socialisation and the creation of social identity

Candidates will explore the relationship between the individual and society, and how social order is maintained and resisted, drawing on the key concepts of *Socialisation, culture and identity* and *Power, control and resistance*. Candidates will consider contrasting views of the relationship between the individual and society, and changes in social identity, which can be linked to the key concepts of *Structure and human agency* and *Social change and development*.

#### 1.1 The process of learning and socialisation

- Culture, roles, norms, values, beliefs, customs, ideology, power and status as elements in the social construction of reality.
- The importance of socialisation in influencing human behaviour, including the nurture versus nature debate.
- Agencies of socialisation and social control, including family, education, peer group, media and religion.

#### 1.2 Social control, conformity and resistance

- The role of structure and agency in shaping the relationship between the individual and society, including an awareness of the differences between structuralist and interactionist views.
- Factors explaining why individuals conform to social expectations, including sanctions, social pressure, self-interest and social exchange.
- The mechanisms through which order is maintained, including power, ideology, force and consensus.
- How sociologists explain deviance and non-conformity, including subcultures, under-socialisation, marginalisation, cultural deprivation and social resistance.

### 1.3 Social identity and change

- Social class, gender, ethnicity and age as elements in the construction of social identity.
- How social class, gender, ethnicity and age identities may be changing due to globalisation, increased choice and the creation of new/hybrid identities.

## 2 Methods of research

Candidates will examine the different research methods and types of data used in sociological research, exploring the strengths and limitations of these. They will look at the process of designing research, and at key ideas for assessing the value of different research methods. Candidates will examine questions such as whether sociology can and should be based on the natural sciences.

### 2.1 Types of data, methods and research design

- The differences between primary and secondary sources of data and between quantitative and qualitative data.
- The strengths and limitations of different secondary sources of data, including official statistics, personal documents, digital content and media sources.
- The strengths and limitations of different quantitative research methods, including questionnaires, structured interviews, experiments and content analysis.
- The strengths and limitations of different qualitative research methods, including overt and covert participant and non-participant observation, unstructured interviews, semi-structured interviews and group interviews.
- Stages of research design, including deciding on research strategy, formulating research questions and hypotheses, sampling frames, sampling techniques, pilot studies, operationalisation, conducting research and interpreting results.

### 2.2 Approaches to sociological research

- The use of approaches drawing on different research methods, including case studies, social surveys, ethnography and longitudinal studies.
- The mixed methods approach to research, including triangulation and methodological pluralism.
- The positivist approach, with reference to scientific method, objectivity, reliability and value-freedom.
- The interpretivist approach, with reference to verstehen, meaning, subjectivity and validity.
- The debates about whether sociology can/should be based on the methods and procedures of the natural sciences and the role of values in sociological research.

### 2.3 Research issues

- The theoretical, practical and ethical considerations influencing the choice of topic, choice of method(s) and conduct of research.
- How research findings may be biased by the actions and values of the sociologist and by choices made in funding, designing and conducting the research.
- Validity, reliability, objectivity, representativeness and ethics as important concepts in assessing the value of different research methods.

## Paper 2 – The Family

This topic area develops candidates' understanding of the family in a social context. The aim is to explore different sociological perspectives on the role of the family and family diversity, and to understand the way social change influences family life and different family members.

### 3 Theories of the family and social change

Candidates will explore different perspectives of the role of the family in society, giving an opportunity for them to reflect on the key concepts of *Power, control and resistance*, and *Socialisation, culture and identity*. Candidates will examine the effects of social change on the diversity of family and household forms, which link to the key concept of *Social change and development*.

#### 3.1 Perspectives on the role of the family

- Functionalist accounts of how the family benefits its members and society and how the functions of families have changed over time, including the 'loss of functions' debate.
- Marxist accounts of how the family benefits capitalism, including ideological control, reproduction of labour and consumption.
- Feminist responses to functionalist and Marxist accounts of the role of the family.

#### 3.2 Diversity and social change

- The causes and consequences of changing patterns of marriage, cohabitation, divorce and separation.
- Different family and household forms, including nuclear, extended, lone-parent, reconstituted, same-sex families, families of choice and single-person households.
- Dimensions of family diversity, including organisational, cultural and class diversity.
- The debate about the extent of family diversity and the dominance of the nuclear family.
- New Right and postmodernist perspectives on family diversity.
- The state and social policy as influences on the family.

## 4 Family roles and changing relationships

Candidates will consider different ways in which the behaviours of some family members are controlled by others, and will examine equality in the family. These issues provide a context for the key concepts of *Power, control and resistance*, and *Inequality and opportunity*.

### 4.1 Gender equality and experiences of family life

- Different feminist perspectives on equality and power in the family, including liberal, radical and Marxist feminist.
- Conjugal roles and debates about gender equality in the family, including housework, childcare, power and emotion work.
- Debates about whether the experience of family life is positive or negative for family members.

### 4.2 Age and family life

- The social construction of childhood, and changes in the role and social position of children in the family.
- The role and social position of grandparents in the family, including cross-cultural comparisons and the impact of changing life expectancy upon the family.
- Social class, gender and ethnicity as factors affecting the experiences of children in the family.
- Changes in the concepts of motherhood and fatherhood.

## Year 13

### Paper 3

Education 1 hour 15 minutes

50 marks

Candidates answer four compulsory questions.  
Question 4 is an essay (26 marks).

Externally assessed

20% of the A Level

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### Paper 4

Globalisation, Media and Religion 1 hour 45 minutes

70 marks

Candidates answer two essay questions  
(35 marks each).

Section A: Globalisation

Section B: Media

Section C: Religion

Each section has two essay questions.

Candidates select one question from two  
different sections.

Externally assessed

30% of the A Level

## Paper 3 – Education

In this topic area, candidates investigate the processes of learning and education in their social context. The aim is to understand the factors affecting educational achievement and to recognise different perspectives on the role of education within wider society.

### 5 Education and society

Candidates will investigate the contribution of education to social order, ideological control and economic reproduction, which links to the key concept of *Power, control and resistance*. Candidates will examine the relationship between education and social mobility, and discuss the extent to which educational achievement is determined by wider social forces. This will stimulate thinking about the key concepts of *Inequality and opportunity* and *Structure and human agency*.

#### 5.1 Theories about the role of education

- Functionalist views about how education contributes to value consensus and social solidarity.
- Education and role allocation.
- Marxist views about how education contributes to the maintenance of the capitalist economic system.
- Education as an instrument of ideological control and cultural reproduction.
- New Right and social democratic views on the relationship between education and the economy.

#### 5.2 Education and social mobility

- Equal opportunity and the idea of meritocracy.
- The extent to which education systems are meritocratic today.
- The importance of education in influencing life chances, and the consequences of educational under-achievement for the individual and for society.
- Evidence and arguments about the links between education and social mobility.

#### 5.3 Influences on the curriculum

- The social construction of knowledge.
- Factors influencing the content of the curriculum, including power, status, culture, economic demands, and gender.
- Education and cultural reproduction, including the ethnocentric curriculum, the gendered curriculum, and the hidden curriculum.
- The curriculum and the concept of cultural capital.

## 6 Education and inequality

Candidates will consider explanations for inequalities in educational attainment relating to social class, ethnicity and gender, and continue their thinking about the key concept of *Inequality and opportunity*. In addition, candidates will examine cultural explanations for differences in educational attainment, which relates to the key concept of *Socialisation, culture and identity*.

### 6.1 Intelligence and educational attainment

- The difficulties in defining intelligence.
- IQ tests and the extent to which they are influenced by social factors.
- Intelligence as an influence on educational attainment.

### 6.2 Social class and educational attainment

- The relationship between material factors and educational attainment.
- Cultural explanations for patterns in social class and educational attainment, including parental attitudes, values, speech codes, and cultural capital.
- In-school factors, including labelling, ability grouping and pupil subcultures.
- Compensatory education programmes.

### 6.3 Ethnicity and educational attainment

- Racism in schools.
- Cultural explanations for patterns in ethnicity and educational attainment.
- Ethnicity and subcultures.
- The relationship between ethnicity, social class and gender.

### 6.4 Gender and educational attainment

- The relationship between gender socialisation and educational attainment.
- Wider social changes and gendered educational achievement, including changing female expectations and the crisis of masculinity.
- Gender and subcultures.
- Teacher expectations and gendered behaviour in the classroom.

## Paper 4 – Globalisation

In this topic area, candidates explore sociological debates and perspectives on the impact of globalisation. The aim is to make connections between the local and the global, a 'glocal' approach, and to examine emerging areas of sociology, such as new forms of global crime, global inequalities and recent global migration patterns.

### 7 Key debates, concepts and perspectives

Candidates will explore the ideas and issues central to globalisation and will examine the impact of globalisation on identity. These connect to the key concepts of *Social change and development*, and *Socialisation, culture and identity*. Candidates will also explore the impact of globalisation on power and politics, which links to the key concepts of *Power, control and resistance* and *Social change and development*.

#### 7.1 Perspectives on globalisation

- Key definitions and issues, including globalisation, glocalisation, global culture, and problems with defining globalisation.
- Different dimensions of globalisation including cultural, political and economic.
- Perspectives on who benefits from globalisation, including the Marxist, feminist, postmodernist, globalist, sceptic and transformationalist perspectives.

#### 7.2 Globalisation and identity

- The impact of globalisation on identity, including ethnic revitalisation, cultural defence and hybrid identity.
- Cultural divergence versus cultural convergence/homogenisation.
- The role of Western ideology in shaping identity and the concept of Westernisation.

#### 7.3 Globalisation, power and politics

- The spread of liberal democracy and human rights.
- Global social movements and attempts to oppose globalisation.
- Debates about the role of the nation state in tackling global social and environmental problems.

## 8 Contemporary issues

Candidates will explore patterns of global inequality and consider explanations for them. These ideas are central to the key concepts of *Power, control and resistance* and *Inequality and opportunity*. Through investigating the causes and consequences of migration, and by examining the nature of crime in a global context, candidates will address some wide-ranging examples of the key concept *Structure and human agency*.

### 8.1 Globalisation, poverty and inequalities

- Debates about the impact of globalisation on life chances in developing countries, in relation to education, income and health.
- The role of transnational organisations in tackling global inequalities and the extent to which they have been successful.
- Sociological explanations for global inequalities, including capitalism, colonialism, post-colonialism and patriarchy.

### 8.2 Globalisation and migration

- The causes of global migration, including immigration, emigration, net migration, push and pull factors, global labour patterns and tourism.
- The consequences of global migration, positive and negative, including cultural diversity, economic benefits, concerns over scarce resources and negative perceptions of migration.
- Debates about who benefits from migration.

### 8.3 Globalisation and crime

- Reasons for the emergence of global crimes, such as human trafficking, corporate crime and crimes against the environment.
- Explanations of who benefits from global crime, including Marxist and feminist perspectives.
- Policing and prosecuting global crime, including the benefits and challenges resulting from globalisation and new technology.

## Paper 4 – Media

In this topic area, candidates examine how the media is being transformed by recent developments, such as the growth of the new media, and the implications this has for the wider society. The aim is to understand where power lies in relation to the media and how individuals are influenced by media effects.

### 9 Ownership and control of media

Candidates will explore trends that are transforming the media today, such as the growth of the internet and digitalisation, and examine the question of who controls the media. Candidates will consider the influences on media content, the role of the state in media regulation, and the growth of the new media. The key concepts of *Power, control and resistance*, and *Social change and development* are important to these issues.

#### 9.1 Traditional media and the new media

- Trends affecting the organisation of the media, including cross-media ownership, digitalisation, media conglomerates and social media.
- Debates about who controls the media.
- Differences between the traditional media and the new media.
- The debate about whether the traditional media has been undermined by the growth of the new media.

#### 9.2 Theories of the media and influences on media content

- Pluralist theories of the media.
- Marxist and neo-Marxist theories of the media.
- Factors that influence the selection and presentation of news.
- The concepts of mass manipulation and hegemony as different ways of understanding the production of media content.
- The postmodernist contribution to understanding the media.
- Censorship as a factor influencing media content.
- How the media may influence the political process, including agenda setting, opinion polls, and news reporting.

#### 9.3 The impact of the new media

- How the new media is contributing to globalisation.
- The new media as a challenge to existing power structures.
- The debate about digital optimism versus digital pessimism.
- The impact of the new media on social identities and interpersonal relationships.

## 10 Media representation and effects

Candidates will consider media representations, models of media effects, and how the media influences human behaviour. These ideas are linked to the key concepts *Socialisation, culture and identity* and *Structure and human agency*. Candidates will also consider studies that illustrate the impact of the media on human behaviour, which links to the key concepts *Power, control and resistance*, and *Socialisation, culture and identity*.

### 10.1 Media representations of class, gender, ethnicity, and age groups

- How different groups are represented in the media.
- Ways that the media contributes to gender socialisation.
- Moral panics around class, gender, ethnicity and age groups.
- The relationship between the media and popular culture.

### 10.2 Different models of media effects

- Direct effects models of media influence, including the hypodermic syringe model.
- Indirect effects models of media influence, including the uses and gratification model, the two-step flow model, the normative model and the cultural effects model.
- Debates about the strengths and limitations of the different models of media effects.
- Arguments and evidence about the extent to which human behaviour is influenced by the media.

### 10.3 The impact of the media on behaviour

- Arguments and evidence about the extent to which violent media leads to violent behaviour.
- The impact of the media on crime, including deviance amplification and moral panics.
- Ways in which the media might have a positive impact on human behaviour.
- Ways in which people may be affected by media sensationalism and stereotyping.

## Paper 4 – Religion

This topic area will develop candidates' understanding of religion in its social context. The aim is to study different explanations of the role of religion in society and to understand the nature of religious movements and the factors influencing the level of religiosity in particular communities.

### 11 Religion and social order

Candidates will explore the role of religion in society and its relevance for different social groups, which are central to the key concepts of *Power, control and resistance*, and *Socialisation, culture and identity*. Candidates will examine the contribution of religion to some of the most far-reaching economic, social and political transformations of our time, which links to the key concept of *Social change and development*. This will provide an opportunity to contrast structural and interactionist theories of religion, thereby drawing connections to the key concept of *Structure and human agency*.

#### 11.1 Religion and society

- Ways of defining religion.
- Difficulties in measuring religious belief.
- Social groups and religiosity, including class, gender, ethnicity and age.
- Religion and other belief systems.

#### 11.2 Religion and social order

- Functionalist accounts of how religion contributes to social order and social solidarity.
- Marxist accounts of the relationship between religion, oppression and capitalism.
- Debates about the strengths and limitations of functionalist and Marxist perspectives on religion.

#### 11.3 Religion as a source of social change

- Weber's theory of the role of religion in the rise of capitalism.
- Alternative views about the relationship between religion and the origins of capitalism.
- Liberation theology as an example of religion acting as a vehicle for social change.
- The influence of religious movements on political debates and struggles, examined through case studies such as the Evangelical movement in US politics or the influence of the Ayatollahs in the Iranian revolution.

## 12 The influence of religion

Candidates will consider whether modern societies have experienced a gradual process of secularisation, giving an opportunity to reflect on the key concept of *Social change and development*. Candidates will explore the links between feminist theory and the analysis of religion, linking to the key concepts of *Socialisation, culture and identity*, and *Power, control and resistance*. They will consider different religious movements and the influence they exercise over their followers. The analysis of fundamentalist religious movements also provides a context for applying the key concept of *Inequality and Opportunity*.

### 12.1 The secularisation debate

- The secularisation thesis.
- Evidence for a decline in religious belief.
- Discussions about whether rationalisation is leading to a decline in religious belief.
- Debates about whether religion has lost its social significance.

### 12.2 Gender, feminism and religion

- Feminist perspectives on religion.
- Explanations for patriarchy and gender inequality in religion.
- Moves towards gender equality in religious organisations and evidence that religious practices may benefit women.

### 12.3 Religion and post-modernity

- Discussions about whether there has been a growth in privatised religion.
- The concept of spiritual shopping and its contribution to understanding religiosity today.
- Debates about whether resacrilisation is a feature of post-modernity.
- The significance of new religious movements (NRMs) and New Age ideas for understanding the meaning and significance of religion today.
- Different explanations for the growth in fundamentalist religions, including cultural defence, cultural transition, disengagement, marginality, and religious revival.