| | Topic title | | AFFRONIVIATE | | To | rm 1a | | | 1 | | - | Term1b | | | | Tor | m 2a | | | | ` | | | Т. | Term 3a | | | | Term 3 | Rh | |
|--------------|----------------------|--|--------------|----------|-----|-------|-------------|---|----------|-----|---|----------|-----|---------|-----|-----|------|---|-----|-----|---------|---|----------|----|---------|----------|---|-----|---------------------|------------------------------------|---------|
| | Topic title | SUMMARY OF KNOWLEDGE ACQUISTION | DURATION | 1 | 2 3 | _ | 5 6 | 7 | 8 | 1 2 | 3 | 4 | 5 6 | 7 | 1 2 | | | 5 | 6 1 | 2 | Term 2b | 5 | 6 | 1 | . 2 | 3 4 | 5 | 1 | 2 3 | 4 | 5 6 7 |
| Year 12 | | | Hassons | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Family & | & Households; | Functionalism, New Right, Marxism, Feminist views of the role of the | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | gical theory | family. | 26 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | & Households; | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 Diversity | | Family diversity, gender roles and relationships. | 9 | | | | | | | | | 1 | | | | | | | | 1 | | | | | | | | | | \bot | |
| | & Households; | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 Demogra | | Demography, marriage, cohabitation and divorce and family diversity. | 6 | | | - | | - | H | | | | | | | - | 1 | _ | | + | _ | | \vdash | | | | - | | | + | - |
| 4 Childhoo | & Households; | Sociology of childhood, social policy and the family. | 12 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | gy of Education; | Sociology of childridou, social policy and the family. | 12 | | | | | | 1 | | | | | | | | | | | + | | | | | | | | | | + | |
| | gical theory | Functionalist and Marxist views of the role of education. | 12 | | | | | | | | | | | | | | | | | | | | | | | | | | | | . |
| | gy of Education; | Differential educational achievement; class patterns, external and | | | | | | | | | | | | | | | | | | + + | | | | | _ | | | | | + | |
| | hievement. | internal factors. | 12 | | | | | | | | | | | | | | | | | | | | | | | | | | | | . |
| | gy of Education; | | | | | | | | | | | | | | | | | | | | | | | | | | | | | \Box | |
| Gender 8 | & Ethnicity | Differential educational achievement; gender and ethnicity; patterns, | | | | | | | | | | | | | | | | | | | | | | | | | | | | | . |
| 7 achieven | ment | external and internal factors. | 12 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Sociology | gy of Education; | Social policy and the impact on educational achievement of different | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 8 Social po | | social groups. | 15 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | th Methodology; | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | . |
| 9 P.E.T | | Practical, ethical and theoretical considerations. (MIC) | 12 | | | | | | | | | | | | | | | | | | | | | | | | | 1 | | $\downarrow \downarrow \downarrow$ | |
| Research | h Methodology; | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | . |
| | Qualitative | | | | | | | | | | | 1 1 | | | | | | | | | | | | | | | | | | | . |
| 10 | | Primary research methods; observation, interviews. (MIC) | 18 | | | - | | | \vdash | | | | | | | | | | | + | _ | | | | - | | | + | | ++ | |
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| 11 | | | 1b | | | | | | | | | + | _ | | | | | | | | _ | + | | | | | | + | | + | |
| | th Methodology; | | | | | | | | | | | | | | | | | | | | | | | | | | | | † + | | . 🕈 📗 🕇 |
| | ary / Beliefs in | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | . |
| 12 Society | | rivate documents, including official statistics, diaries, letters. Define and measure | 35 | | | | | | | | | | | | | | | | | | | | | | | | | | | | . |
| Year 13 | | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Reliefs in | in Society; | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | gical theory | Functionalist, Marxist and Feminist views of the role of belief in society, | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | • | including debate about religion acting as a conservative force. | 10 | | | | | | | | | \sqcup | | | | | | | | 1 | | | | | | | | | | | |
| | n Society; Science | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | . |
| 2 v Religior | in Society; NRM & | Relgious and scientific ideology. | 13 | | | | | | Н | | | - | | | | | 1 | _ | | + | _ | | \vdash | | - | | | +-+ | | + | |
| 3 NAM | in society; inkivi & | New Religious Movements, New Age Movements and Fundamentalism, C.A.G.E | 9 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | n Society; | C.A.G.E | 7 | \vdash | | | | | | | | | | | | | 1 | | | | | | | | - | | - | | | + | |
| | isation debate | Secularisation debate; evidence for and against. | 9 | | | | | | | | | | | | | | | | | | | | | | l | | | | | | |
| | | Functioalist views on crime and deviance, including strain and subcultural | - | | | | | | H | | | | | | | | 1 1 | | | | | | | | | | | | | \vdash | |
| 5 Consensu | | theory. Control and ecology theory. | 12 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Deviance; | Marxist views of crime and deviance; traditional, neo-marxist and Left | | | | 1 | | | Ħ | | | | | | | | | | | | | | | | | | | | | | |
| Conflict | | realism v Right Realism, white collar crime, corporate crime, state crime, | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ь | | green crime. | 12 | | _ | 1 | | | Ш | | | | | \perp | | | | | | | | | | | | | | | | | |
| | Deviance; | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 7 Interpret | etivism | Social action theory, crime and the media. Crime statistics. | 12 | \vdash | _ | + | \vdash | - | \vdash | | + | ++ | _ | | _ | - | ₩ | | | | | | | | | \vdash | | | | + | |
| Crime & | Deviance; CJS | Globalisation and crime, green crime, state crime, C.A.G.E, CJS, punishment and victimology. | 12 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Theory & | & Methods; | ринэннен ани ченноюду. | 14 | \vdash | | + | | | | | | ++ | | | | - | 1 | | + | | | | | | - | | - | | | + | |
| 9 Structure | | Structural theories of society and research methods. | 22 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | & Methods; | Interpretivist theories of society, Postmodernity, Science, Value | | | | + | | | | | | | | | | | | | | | | | | | + | | 1 | | | \Box | |
| 10 Action | | Freedom, Social Policy, plus research methods. | 24 | | | | | | | | | | | | | | | | | | | T | | | l | | | | | | |
| 11 Revision; | n; Year 1 | Revision from Year 1 of the course. | 40 | | | 1 | | | Ħ | | | | | | | | | | | | | | | | | | | | | | |
| 12 Revision; | n; Year 2 | Revision from Year 2 of the course. | 40 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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