

# Sociology

Intent:

The sociology curriculum enables students to be inquisitive about the society in which they live. Students will be empowered to ask questions and challenge misconceptions about relationships, behaviours and identities and will develop the skills to allow them to critically analyse sociological explanations for patterns in society.

# Year 12 Sociology

## The Big Picture—Intent:

In Year 12, students are introduced to the foundations of the subject and develop skills valued by higher education and employers, including critical analysis, independent thinking and research. A level Sociology follows the AQA exam specification. In year 12, students complete Paper 1 (Education and Research Methods) and half of Paper 2 (Families and Households). The sociology curriculum is designed to enable students to critically analyse sociological explanations for patterns in society, and to ask questions and challenge misconceptions about relationships, behaviours and identities. Throughout the course, there is a focus on developing their academic writing skills and learning the key concepts and terminology they will need for their mock exam.

## Scheme of Learning Year Overview

Content / Units	Skills	Knowledge	Prior—Y11	Next—Y13
<p>Paper 1: Education with Research Methods</p> <p>Paper 2: Work, Poverty and Welfare</p>	<p>Apply sociological theories, concepts, evidence and research methods to a range of issues (AO2)</p> <p>Analyse and evaluate sociological theories, concepts, evidence and research methods in order to (AO3):</p> <ul style="list-style-type: none"> <li>• present arguments</li> <li>• make judgements</li> <li>• draw conclusions.</li> </ul> <p>Acquire academic writing skills in order to communicate sociological understanding in written form.</p>	<p>Demonstrate knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>• sociological theories, concepts and evidence, relating to:               <ul style="list-style-type: none"> <li>- Education in society</li> <li>- Families and households</li> </ul> </li> <li>• sociological research methods (AO1)</li> </ul>	<p>Students will not have studied Sociology as a discreet subject before. They will draw on academic writing techniques and literacy skills developed through GCSE English and Humanities subjects.</p>	<p>Year 12 content allows students to make synoptic links in year 13 and provides a strong foundation of understanding of sociological concepts and theories which is built on further in Year 13.</p>

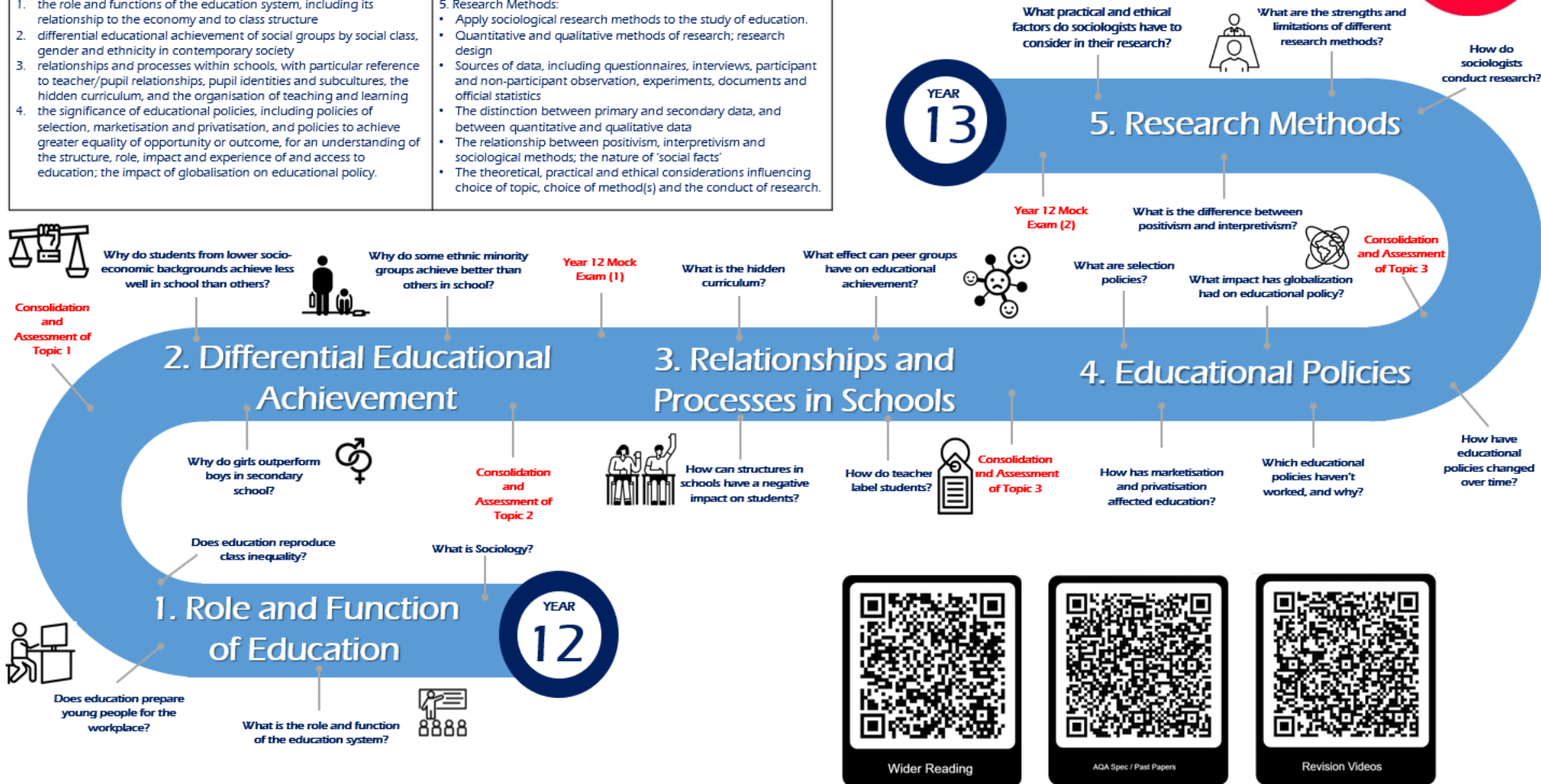
Implementation	Marches Futures Links	Summative Assessment
<p>Ten 55 minute lessons across a two-week timetable.</p> <p>Lessons are designed to challenge students to think for themselves, research evidence on a range of issues, and critically analyse and evaluate sociological perspectives. Independent thought will be fostered through challenging texts and questions, group discussions and considering different pieces of evidence. Throughout the course, examples from contemporary society will be applied to sociological theory in order to keep the learning relevant and enable students to engage with their own lived experiences.</p> <p>Retrieval, interleaving and exam skills are embedded throughout the course to aid preparation for summative assessment. The use of LORIC skills are embedded into lessons and homework through a range of tasks. A blend of individual, paired and grouped tasks are built into lessons to develop communication, leadership and resilience. These tasks range from discussion and debate to challenging academic written tasks and presentations.</p> <p>Lessons and homework tasks also build initiative, organisation and resilience and foster a culture of independent learning. A range of consolidation tasks, flipped learning, wider reading and practice papers will be set for independent study. Students’ work is regularly celebrated through modelling good examples as WAGOLLS.</p>	<p>Sociology develops relevant employability skills and skills needed for Further /Higher Education in Sociology or other related disciplines. Through consideration of their own relationships with society and the structural processes within it, students develop an understanding of how they fit into a larger social structure beyond the individual self or close social groups.</p> <p>Sociology provides learners with the opportunity to learn tolerance and reflect upon their own and other people’s beliefs and preferences.</p> <p>Students are required continuously to consider other people’s situations and opinions and reflect this within their work. As a result, students develop a greater understanding of diversity within society, learning about social groups and issues that they may not experience on a day to day basis.</p>	<p><b><u>Autumn Term</u></b> Exam questions Knowledge tests</p> <p><b><u>Spring Term</u></b> January mock exam Exam questions Knowledge tests</p> <p><b><u>Summer Term</u></b> Summer mock exam Exam questions Knowledge tests</p>

**Impact:**  
By the end of Year 12, students will be able to analyse and evaluate a range of sociological perspectives on the core topics of education and work, poverty and welfare. They will have a strong grasp of the knowledge and concepts taught, alongside a deeper knowledge of subject terminology and theory. Academic writing skills will have progressed so that students are able to confidently analyse and evaluate sociological theories concepts and research in order to present arguments and draw conclusions in written form.

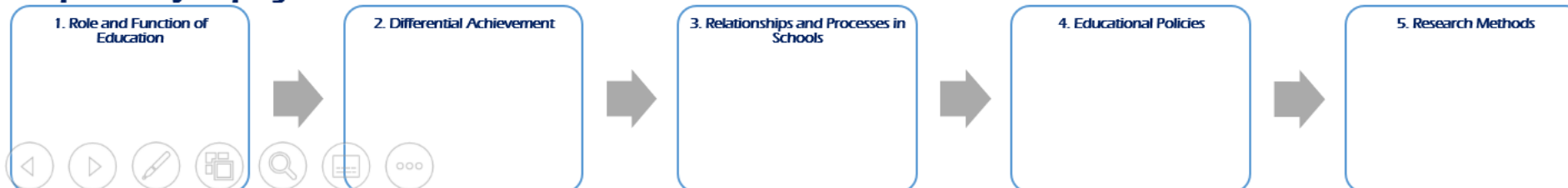
# Education and Research Methods



Paper 1: Education (4, 6, 10 and 30 marker)	Paper 1: Research Methods (10 and 20 marker)
<ol style="list-style-type: none"> <li>the role and functions of the education system, including its relationship to the economy and to class structure</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> <li>the significance of educational policies, including policies of selection, marketisation and privatisation, and policies to achieve greater equality of opportunity or outcome, for an understanding of the structure, role, impact and experience of and access to education; the impact of globalisation on educational policy.</li> </ol>	<p>5. Research Methods:</p> <ul style="list-style-type: none"> <li>Apply sociological research methods to the study of education.</li> <li>Quantitative and qualitative methods of research; research design</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>



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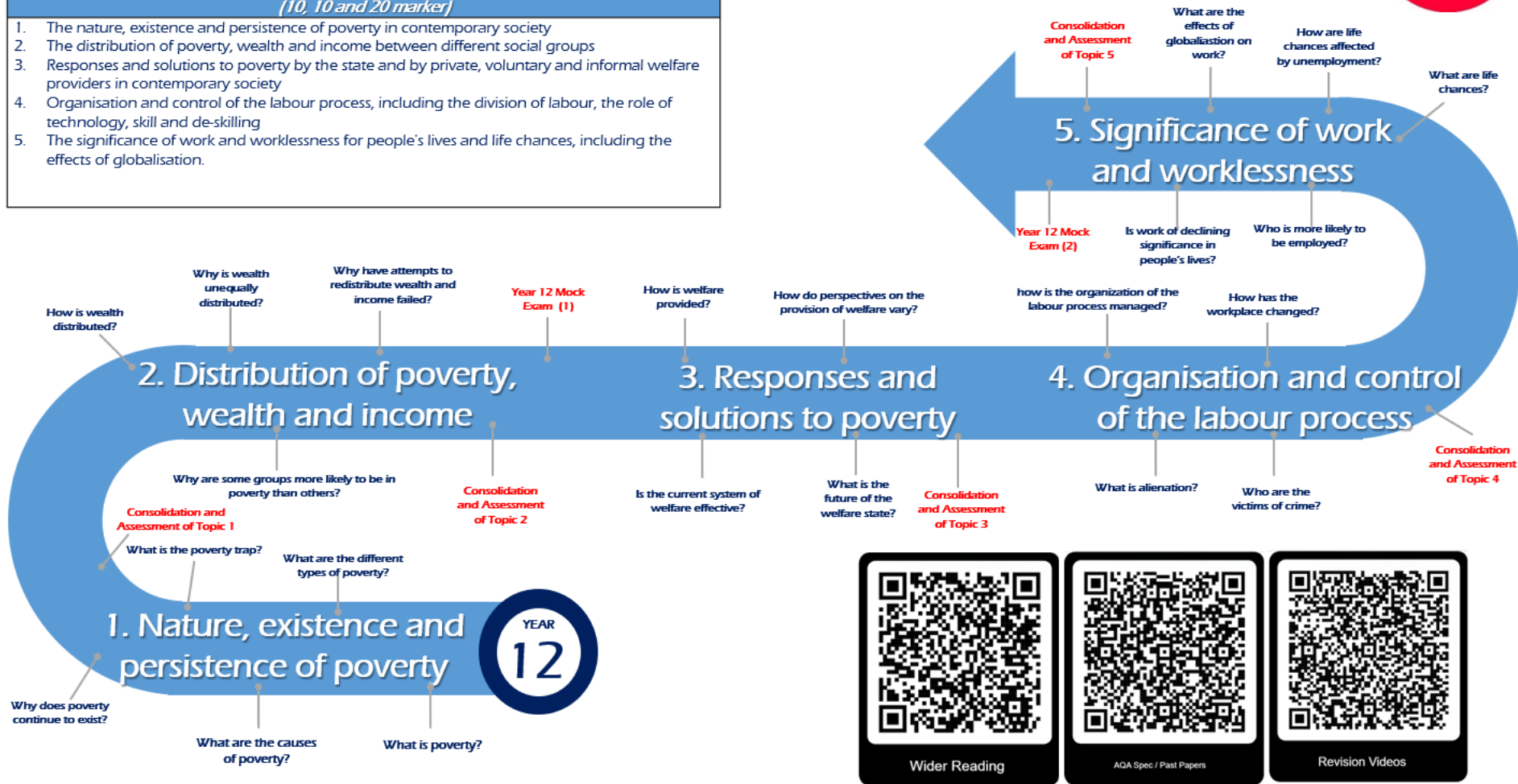


# Work, Poverty and Welfare

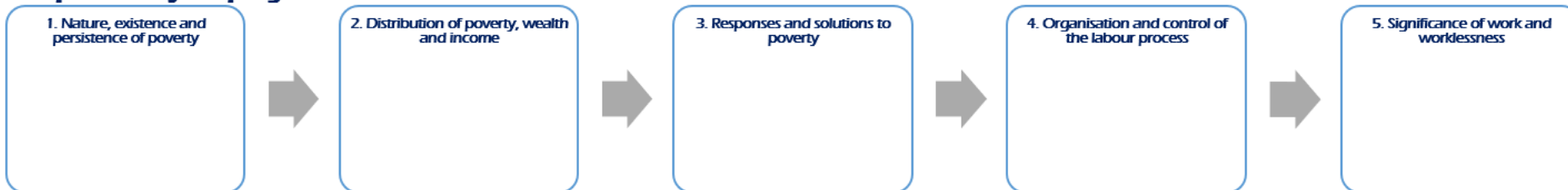


**Paper 2: Work, Poverty and Welfare**  
(10, 10 and 20 marker)

1. The nature, existence and persistence of poverty in contemporary society
2. The distribution of poverty, wealth and income between different social groups
3. Responses and solutions to poverty by the state and by private, voluntary and informal welfare providers in contemporary society
4. Organisation and control of the labour process, including the division of labour, the role of technology, skill and de-skilling
5. The significance of work and worklessness for people's lives and life chances, including the effects of globalisation.



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# Year 13 Sociology

## The Big Picture—Intent:

In Year 13, students build on the strong foundation of subject knowledge acquired from Year 12 and further develop skills of critical analysis, independent thinking and research. Continuing with the AQA A level specification, students complete Paper 2 (Crime and Deviance and Sociological Theory) and half of Paper 2 (Mass Media). The sociology curriculum is designed to enable students to critically analyse sociological explanations for patterns in society, and to ask questions and challenge misconceptions about relationships, behaviours and identities. Throughout the course, there is a focus on mastering their academic writing skills and learning the key concepts and terminology they will need for their summative assessment

## Scheme of Learning Year Overview

Content / Units	Skills	Knowledge	Prior—Y12	Next— Further education
<p>Paper 3: Crime and Deviance, with theory and methods</p> <p>Paper 2: Mass Media</p>	<p>Apply sociological theories, concepts, evidence and research methods to a range of issues (AO2)</p> <p>Analyse and evaluate sociological theories, concepts, evidence and research methods in order to (AO3):</p> <ul style="list-style-type: none"> <li>• present arguments</li> <li>• make judgements</li> <li>• draw conclusions.</li> </ul> <p>Acquire academic writing skills in order to communicate sociological understanding in written form.</p>	<p>Demonstrate knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>• sociological theories, concepts and evidence, relating to:               <ul style="list-style-type: none"> <li>- Crime and Deviance</li> <li>- Mass Media</li> </ul> </li> <li>• sociological research methods (AO1)</li> </ul>	<p>Year 13 provides lots of opportunities for interleaving and synoptic links - Students will build on sociological theories, concepts and research methods and apply these to new topics (crime and deviance and mass media) in Year 13.</p>	<p>Through studying Sociology, student will be equipped with the relevant employability skills and skills needed for Further /Higher Education in Sociology or other related disciplines.</p>

Implementation	Marches Futures Links	Summative Assessment
<p>Ten 55 minute lessons across a two-week timetable.</p> <p>Retrieval, interleaving and exam skills continued to be embedded throughout the course to aid preparation for summative assessment at the end of Year 13.</p> <p>Lessons are designed to challenge students to think for themselves, research evidence on a range of issues, and critically analyse and evaluate sociological perspectives. Independent thought will be fostered through challenging texts and questions, group discussions and considering different pieces of evidence. Throughout the course, examples from contemporary society will be applied to sociological theory in order to keep the learning relevant and enable students to engage with their own lived experiences.</p> <p>The use of LORIC skills are embedded into lessons and homework through a range of tasks. A blend of individual, paired and grouped tasks are built into lessons to develop communication, leadership and resilience. These tasks range from discussion and debate to challenging academic written tasks and presentations.</p> <p>Lessons and homework tasks also build initiative, organisation and resilience and foster a culture of independent learning. A range of consolidation tasks, flipped learning, wider reading and practice papers will be set for independent study.</p> <p>Students’ work is regularly celebrated through modelling good examples as WAGOLLS.</p>	<p>Sociology develops relevant employability skills and skills needed for Further /Higher Education in Sociology or other related disciplines. Through consideration of their own relationships with society and the structural processes within it, students develop an understanding of how they fit into a larger social structure beyond the individual self or close social groups.</p> <p>Sociology provides learners with the opportunity to learn tolerance and reflect upon their own and other people’s beliefs and preferences.</p> <p>Students are required continuously to consider other people’s situations and opinions and reflect this within their work. As a result, students develop a greater understanding of diversity within society, learning about social groups and issues that they may not experience on a day to day basis.</p>	<p><b><u>Autumn Term</u></b> Exam questions Knowledge tests</p> <p><b><u>Spring Term</u></b> January mock exam Exam questions Knowledge tests</p> <p><b><u>Summer Term</u></b> Exam questions Knowledge tests 3 x external summative assessments.</p>

**Impact:**  
By the end of Year 13, students will be able to critically analyse and evaluate a range of sociological perspectives on the core topics of crime and deviance and mass media. They will have a strong grasp of the knowledge and concepts taught, alongside a deeper knowledge of subject terminology and theory. Academic writing skills will have progressed so that students are able to confidently analyse and evaluate sociological theories concepts and research in order to present arguments and draw conclusions in written form. They are enthusiastic and inquisitive Sociologists, able to ask questions and challenge misconceptions about society, and they are keen to study the subject further.

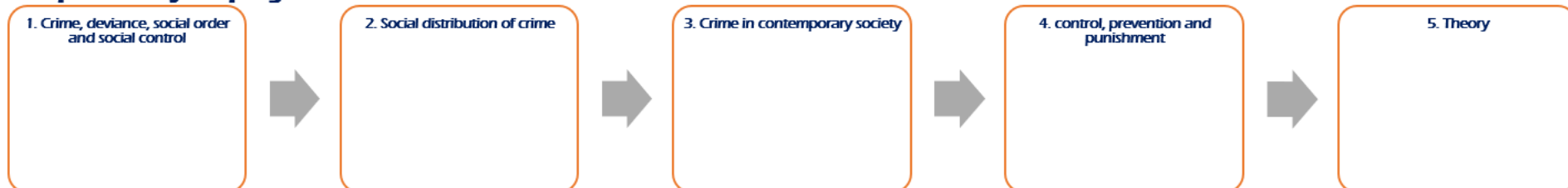
# Crime and Deviance (and Theory)



Paper 3: Crime and Deviance (4, 6, 10 and 30 marker)	Paper 3 Theory (10 and 20 marker)
<ol style="list-style-type: none"> <li>1. Crime, deviance, social order and social control</li> <li>2. The social distribution of crime and deviance by ethnicity, gender and social class, including recent patterns and trends in crime</li> <li>3. Globalisation and crime in contemporary society; the media and crime; green crime; human rights and state crimes</li> <li>4. Crime control, surveillance, prevention and punishment, victims, and the role of the criminal justice system and other agencies.</li> </ol>	<ol style="list-style-type: none"> <li>5. Theory:                     <ul style="list-style-type: none"> <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> <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> </li> </ol>



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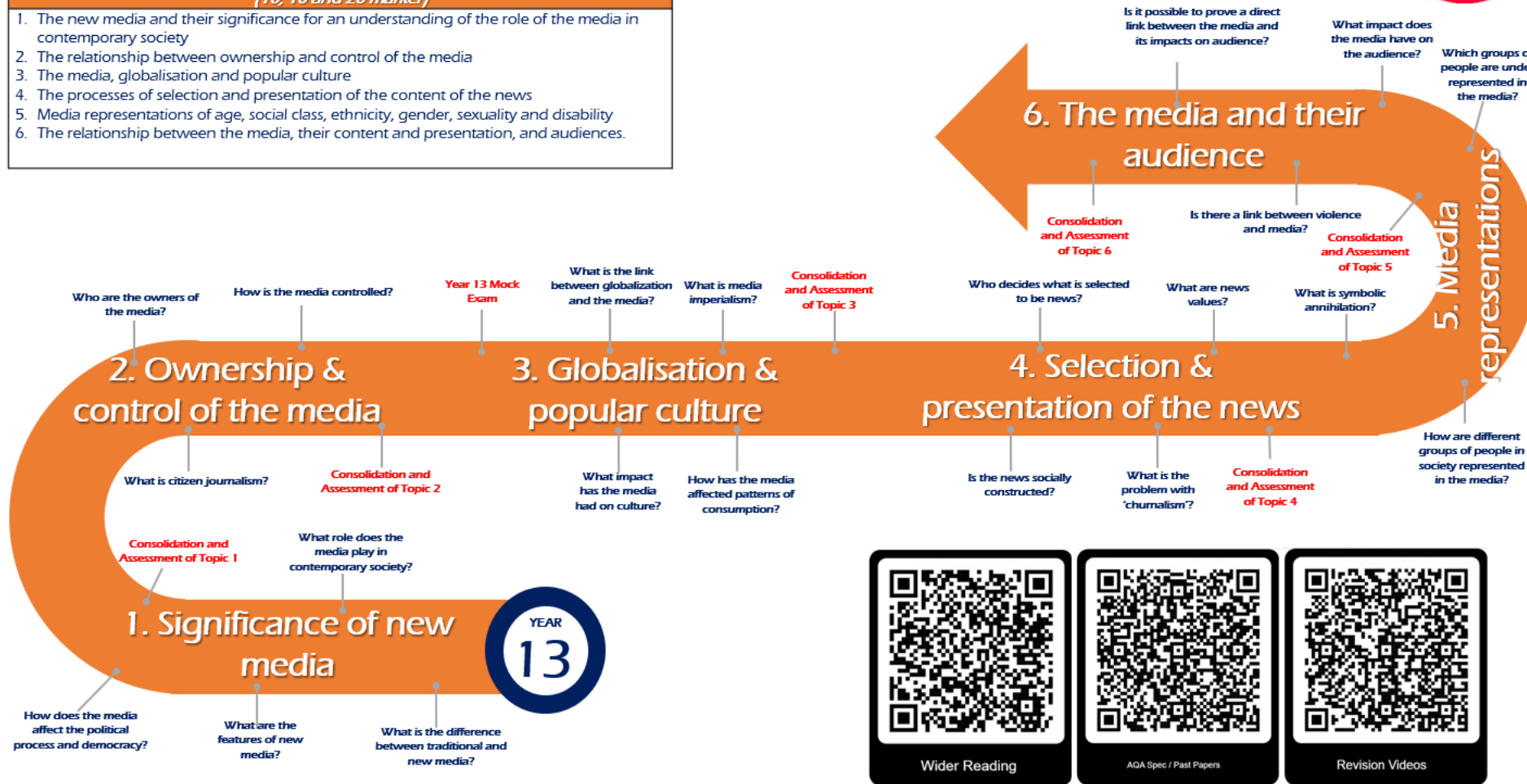


# The Media



**Paper 2: The Media**  
(10, 10 and 20 marker)

1. The new media and their significance for an understanding of the role of the media in contemporary society
2. The relationship between ownership and control of the media
3. The media, globalisation and popular culture
4. The processes of selection and presentation of the content of the news
5. Media representations of age, social class, ethnicity, gender, sexuality and disability
6. The relationship between the media, their content and presentation, and audiences.



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