

KS5 Curriculum Overview: Sociology

2021-2022

Core aims of Sociology at Key Stage 5 (2 Years)

The intent of the Sociology curriculum is to enable students to participate in our interconnected world with understanding and humanity, and the higherlevel skills needed for the knowledge-based economy. Sociology is exciting, interesting and relevant to students' lives. It helps students develop a wide range of knowledge and understanding about society at a local and global level and how sociologists' study and understand its structures, processes and issues. Our aim at Brine Leas is a partnership between staff and students within the social science sociology team that is professional, educational, and supportive - at a time when our world, decisions and accountability is every changing. The aim of the Sociology curriculum is to equip students with appropriate knowledge and skills needed to understand and explain the causes of global human interaction and the impact this has on local community involvement to wider society in terms of all facets – political, legal, educational, cultural, – amongst others. Sociology provides students with the exciting opportunity to gain a deeper understanding of the world around them and reflect on social issues that are often relevant to their own social experiences. It opens up fascinating discussions, for example 'free will versus determined behaviour?', 'how do sociologists investigate inequality in society?' and 'what is the purpose of education?'. Students not only acquire worldly knowledge but a critical understanding of contemporary society and social changes that impact their own and the lives of millions like them. We want learners to be able to think analytically, establishing connections in their learning to ensure logical conclusions are reached in all applied and non-applied contexts. This embeds itself within our life-long learning goal to ensure our learners are inspired and motivated to fulfil their potential no matter what. Our inclusive curriculum in sociology supports the ethos statement of the school constantly challenging students to work collaboratively and think independently when engaging in all lessons and respect in class debates. Having confidence in their own ability to step out of their comfort zones with the ultimate goal of a successful outcome through personal development is important in all that we teach.

The curriculum at GCSE and A Level is sequenced logically from building on sociological vocabulary, via an introduction to how sociologists study society and sociological theory, through to A Level topics where students are challenged to debate the relative values of different theoretical perspectives and how sociology can be applied to enable social change. Learners will apply perspectives to inequality and build a conceptual understanding of how and why inequality formulates, for example within education and the criminal justice system. Learners will understand how culture shapes the identity they become and that much of what shapes them is socially constructed by the external forces they experience around them. This can be liberating for our learners who begin to observe in their own lives how there are processes and forces at play in shaping their environment. Learners will embrace the theories of many key thinkers – Karl Marx; Talcott Parsons; Emile Durkheim; Karl Popper; Max Weber, and Aguste Comte and their impact on our society in terms of the past, present and future. Learners comprehension of methodological research, debates about the scientific credibility of sociology and its impressive impact on political policy decisions will be ventured into later in their courses. Being able to study society, its patterns, relationships, culture and surroundings will help build their understanding of the various methods of empirical investigation and critical analysis that is used to develop a body of knowledge about social order and social change in all their applications. Students will embrace local political debates about the underfunding of education, restraints on our NHS to more global challenges on pollution, global crime and political instability across the world. Our sociology students have worked alongside local political candidates, educational institutions and belief groups to pursuing careers in law, market research, social work and management consultancy to mention but a few.

The course is designed and delivered to nurture thoughtful and motivated young people, who can act responsibly as active citizens, and who believe in their ability to change their community for the better. At both Key Stage 4 and 5 the Sociology curriculum challenges pupils to look beyond appearances and set aside their own personal beliefs to enable them to grow in compassion and kindness. It empowers pupils with intellectually challenging ideas and concepts and essential skills of critical thinking. We

encourage student to make mistakes, and learn from them, so they succeed in being resilient and courageous especially when learning about sensitive and often challenging topical material. Key to our success in delivering content to students is our forward planning to ensure knowledge is revisited, reviewed within the context of relevant practice questions with regular constructive quality feedback to support student progress. Our curriculum subject areas are designed logically with the ability to revisit and build on existing knowledge with the flexibility to challenge our most able learners yet at the same time providing the scaffolding to those students who need it most.

Our intertwined curriculum delivery is tailored towards the creation of a successful outcome in which staff and learners work as a team providing an environment that nurtures, scaffolds and develops talents from all walks of life being central to our overall goal of success. Our topical material not only allows our learners to challenge themselves in a life context but enables them to apply their understanding within their own community involvement and environment. It is our ultimate hope that learners embrace one of the most eye opening and challenging subjects at each academic level and go out into the world and make a positive difference in the lives of others both at a community and global level. **Fieldwork**

N/A

Assessment

Paper 1

Written assessment - 2 hour written exam. 80 marks. 33.3% of A-level. Questions - Education: short answer and extended writing, 50 marks. Methods in Context: extended writing, 20 marks. Theory and Methods: extended writing, 10 marks

Paper 2

Written assessment - 2 hour written exam. 80 marks. 33.3% of A-level. Questions- Section A: extended writing, 40 marks. Section B: extended writing, 40 marks.

Paper 3

Written assessment - 2 hour written exam. 80 marks. 33.3% of A-level. Crime and Deviance: short answer and extended writing, 50 marks. Theory and Methods: extended writing, 30 marks.

Homework

Homework's are set regularly in line with department assessment policy.

Clubs and/or intervention

Knowledge recall quizzes are used to improve long-term memory of sociological concepts, theories and studies. Revision packs and guidance in addition to notes are available in the run-up to internal assessments and exams. Repetition of work to ensure mastery of the PET structures are embedded throughout the course.

Parental/Carer support

Review students learning in folders in order to aid revision for knowledge recall quizzes; work through additional assessments given in class notes and text books; encourage students to watch or read about the theories and concepts learned about on the course and apply this to their own context e.g. , GCSE Sociology BBC Bitesize. Ongoing assessment revision and testing to assess students on the content included within their knowledge folder and assessment books to ensure long term memory recall.

Helpful sources of information

SOW for text book support and guidance; AQA website.

Year 12 Overview

Term	Knowledge	Assessment	Connections to learning	Connections to future pathways
<p>Autumn 1</p>	<p style="text-align: center;">Big Idea: Paper 1 Education with Theory and Methods</p> <p>Rationale: Students will develop knowledge of theory, research and methods for education. Students must study the following two core themes: socialisation, culture and identity; social differentiation, power and stratification. The themes should be understood and applied to particular substantive areas of Sociology. These themes are to be interpreted broadly as threads running through many areas of social life and should not therefore be regarded as discrete topics. In addition, students must understand the significance of conflict and consensus, social structure and social action, and the role of values.</p>			

<p>➤ Education with Theory and Methods The study of the topics in this paper should engage students in theoretical debate while encouraging an active involvement with the research process. The study should foster a critical awareness of contemporary social processes and change, and draw together the knowledge,</p>	<p>➤ Approach - Assessment to contain skill application from specification focused on exam-based questions. There will be in Paper 1 - short answer and extended writing, 50 marks. Methods in Context: extended writing, 20 marks. Theory and Methods:</p>	<p>➤ Learning skills Topic knowledge, research, communication, analysis, teamwork and cross-cultural understanding.</p> <p>➤ Knowledge Demonstrate knowledge of sociological ideas. Demonstrate knowledge of sociological concepts and methods.</p> <p>➤ Application Apply knowledge and understanding of sociological ideas. Apply knowledge and understanding of sociological concepts and methods</p> <p>➤ Practical research When carrying out practical research activities, students will manage associated risks and use information and communication technology (ICT). ➤</p> <p>Analysis and evaluation</p>	<p>Careers</p> <p>Level 3 A level Sociology Combinations: ➤ English Literature ➤ English Language ➤ Law. ➤ BTEC Health and Social Care ➤ Applied Psychology ➤ Forensic Psychology ➤ Government and Politics.</p> <p>Degrees Sociology; Legal; social and welfare field; business; HR and finance; childcare; health and education; journalism; research; civil service.</p> <p>Apprenticeships</p>
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	<p>understanding and skills learnt in different aspects of the course. In their study of the topics, students should examine: topic areas in relation to the two core themes (socialisation, culture and identity; and social differentiation, power and stratification). Both the evidence of and the sociological explanations for the content listed in the topic areas below. Throughout, students should be encouraged to use examples drawn from their own experience of small-scale research. Attention should be given to drawing out links with other topics studied in this topic.</p> <p>➤ Education</p>	<p>extended writing, 10 marks. There will be in paper 2 Topics in Sociology - extended writing, 40 marks and a second set of extended writing, 40 marks. There will be in paper 3 Crime and Deviance with Theory and methods – short answer and extended writing, 50 marks. Theory and Methods: extended writing, 30 marks.</p> <p>➤ Purpose – to ensure all learners are fully prepared for any examination assessment within education and methods sociology that is likely to appear on the exam</p>	<p>Analyse sociological information, ideas, processes and procedures. Evaluate sociological information, ideas, concepts and methodology. Make judgements and draw conclusions.</p> <p>➤ Synoptic skills Develop an understanding of the interrelationships between the core concepts and theories (Marxism, Feminism and Functionalism) and the key methodological components of sociological research</p> <p>➤ Prior learning KS3 history, learning skills and revision techniques, source analysis.</p> <p>RSE – 1f; 2c;</p> <p>HE – na</p> <p>SMSC –1c; 2a; 3a; 4b; 4c; 4e;</p>	<p>Programmes in housing, human resources, teaching and health and social care.</p> <p>Professions Legal; social and welfare field; business; HR and finance; childcare; health and education; journalism; research; civil service; NHS</p> <p>Future learning Family, Beliefs, Crime and Deviance and theory.</p>
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	<p>The role and functions of the education system, including its relationship to the economy and to class Structure. Differential educational achievement of social groups by social class, gender and ethnicity in contemporary society. 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. The significance of educational policies, including policies of selection, marketisation and</p>	<p>paper for this topic.</p> <ul style="list-style-type: none"> ➤ Homework within development sociology will be set no more than once per week pending homework requirements in terms of individual learning needs for exam preparation. This will incorporate assessment based learning in addition to task based learning to ensure understanding of topic material. ➤ Learners understanding will be benchmarked against specification standards for all areas within education and theory and methods sociology in preparation for 		
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	<p>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.</p> <p>➤ Methods in Context Apply sociological research methods to the study of education.</p> <p>➤ Theory and Methods Quantitative and qualitative methods of research; research design. Sources of data, including questionnaires, interviews, participant and non-participant observation, experiments,</p>	<p>outcomes of exam based assessment.</p>		
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	documents and official statistics.			
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	<p>The distinction between primary and secondary data, and between quantitative and qualitative data. The relationship between positivism, interpretivism and sociological methods; the nature of 'social facts'.</p> <p>The theoretical, practical and ethical considerations influencing choice of topic, choice of method(s) and the conduct of research.</p> <p>Consensus, conflict, structural and social action theories. The concepts of modernity and post-modernity in relation to sociological theory. The nature of science and the extent to which Sociology can be</p>			
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	<p>regarded as scientific. The relationship between theory and methods. Debates about subjectivity, objectivity and value freedom. The relationship between Sociology and social policy.</p>			
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<p>Autumn 2</p>	<p style="text-align: center;">Big Idea: Paper 1 Education with Theory and Methods</p> <p>Rationale: Students will develop knowledge of theory, research and methods for education. Students must study the following two core themes: socialisation, culture and identity; social differentiation, power and stratification. The themes should be understood and applied to particular substantive areas of Sociology. These themes are to be interpreted broadly as threads running through many areas of social life and should not therefore be regarded as discrete topics. In addition, students must understand the significance of conflict and consensus, social structure and social action, and the role of values.</p>			
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	<p>➤ Education with Theory and Methods The study of the topics in this paper should engage students in theoretical debate while encouraging an active involvement with the research process. The study should foster a critical awareness of contemporary</p>	<p>➤ Approach - Assessment to contain skill application from specification focused on exam-based questions. There will be in Paper 1 - short answer and extended writing, 50 marks. Methods in Context: extended</p>	<p>➤ Learning skills Topic knowledge, research, communication, analysis, teamwork and cross-cultural understanding.</p> <p>➤ Knowledge Demonstrate knowledge of sociological ideas. Demonstrate knowledge of sociological concepts and methods. ➤</p> <p>Application Apply knowledge and understanding of sociological ideas.</p> <p>➤ Apply knowledge and understanding of sociological concepts and methods</p> <p>➤ Practical research</p>	<p>Careers Level 3 A level Sociology Combinations: ➤ English Literature ➤ English Language ➤ Law. ➤ BTEC Health and Social Care ➤ Applied Psychology ➤ Forensic Psychology ➤ Government and Politics.</p> <p>Degrees Sociology; Legal; social and welfare field; business; HR and finance; childcare;</p>
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	<p>social processes and change, and draw together the knowledge, understanding and skills learnt in different aspects of the course. In their study of the topics, students should examine: topic areas in relation to the two core themes (socialisation, culture and identity; and social differentiation, power and stratification). Both the evidence of and the sociological explanations for the content listed in the topic areas below. Throughout, students should be encouraged to use examples drawn from their own experience of small-scale research. Attention should be given to drawing</p>	<p>writing, 20 marks. Theory and Methods: extended writing, 10 marks. There will be in paper 2 Topics in Sociology - extended writing, 40 marks and a second set of extended writing, 40 marks. There will be in paper 3 Crime and Deviance with Theory and methods – short answer and extended writing, 50 marks. Theory and Methods: extended writing, 30 marks.</p> <p>➤ Purpose – to ensure all learners are fully prepared for any examination assessment within education</p>	<p>When carrying out practical research activities, students will manage associated risks and use information and communication technology (ICT).</p> <p>➤ Analysis and evaluation Analyse sociological information, ideas, processes and procedures. Evaluate sociological information, ideas, concepts and methodology. Make judgements and draw conclusions.</p> <p>➤ Synoptic skills Develop an understanding of the interrelationships between the core concepts and theories (Marxism, Feminism and Functionalism) and the key methodological components of sociological research</p> <p>➤ Prior learning KS3 history, learning skills and revision techniques, source analysis.</p> <p>RSE – 1f; 2c;</p> <p>HE – na</p> <p>SMSC –1c; 2a; 3a; 4b; 4c; 4e;</p>	<p>health and education; journalism; research; civil service.</p> <p>Apprenticeships Programmes in housing, human resources, teaching and health and social care.</p> <p>Professions Legal; social and welfare field; business; HR and finance; childcare; health and education; journalism; research; civil service; NHS</p> <p>Future learning Family, Beliefs, Crime and Deviance and theory.</p>
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out links with other topics studied in this topic.

➤ **Education** The role and functions of the education system, including its relationship to the economy and to class Structure. Differential educational achievement of social groups by social class, gender and ethnicity in contemporary society. 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. The significance of educational policies, including

and methods sociology that is likely to appear on the exam paper for this topic.

➤ **Homework** within development sociology will be set no more than once per week pending homework requirements in terms of individual learning needs for exam preparation. This will incorporate assessment based learning in addition to task based learning to ensure understanding of topic material.

➤ **Learners understanding** will be benchmarked against specification standards for all areas within

	<p>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.</p> <p>➤ Methods in Context Apply sociological research methods to the study of education.</p> <p>➤ Theory and Methods Quantitative and qualitative methods of research; research design. Sources of data, including questionnaires, interviews, participant and non-</p>	<p>education and theory and methods sociology in preparation for outcomes of exam based assessment.</p>		
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	participant observation,			
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	<p>experiments, documents and official statistics. The distinction between primary and secondary data, and between quantitative and qualitative data. The relationship between positivism, interpretivism and sociological methods; the nature of 'social facts'.</p> <p>The theoretical, practical and ethical considerations influencing choice of topic, choice of method(s) and the conduct of research.</p> <p>Consensus, conflict, structural and social action theories. The concepts of modernity and post-modernity in relation to sociological</p>			
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	theory. The nature of science and the			
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	<p>extent to which Sociology can be regarded as scientific.</p> <p>The relationship between theory and methods.</p> <p>Debates about subjectivity, objectivity and value freedom. The relationship between Sociology and social policy.</p>			
<p>Spring 1</p>	<p style="text-align: center;">Big Idea: Paper 2 Topics in Sociology – Families and Households and Beliefs in Society</p> <p>Rationale: Students will develop knowledge of two topics in sociology – families and households and beliefs in society. Students must study the following two core themes: socialisation, culture and identity; social differentiation, power and stratification. The themes should be understood and applied to particular substantive areas of Sociology. These themes are to be interpreted broadly as threads running through many areas of social life and should not therefore be regarded as discrete topics. In addition, students must understand the significance of conflict and consensus, social structure and social action, and the role of values.</p>			

	<p>➤ Families and Households The study of these topics should engage students in theoretical debate while encouraging an active involvement with the research process. The study should foster a critical awareness of</p>	<p>➤ Approach - Assessment to contain skill application from specification focused on exam-based questions. There will be in Paper 1 - short answer and extended writing, 50 marks. Methods</p>	<p>Topic knowledge, research, communication, analysis, teamwork and cross-cultural understanding.</p> <p>➤ Knowledge Demonstrate knowledge of sociological ideas. Demonstrate knowledge of sociological concepts and methods.</p> <p>➤ Application Apply knowledge and understanding of sociological ideas. Apply knowledge and understanding of sociological concepts and methods</p> <p>➤ Practical research</p>	<p>Careers Level 3 A level Sociology Combinations: ➤ English Literature ➤ English Language ➤ Law. ➤ BTEC Health and Social Care ➤ Applied Psychology ➤ Forensic Psychology ➤ Government and Politics.</p> <p>Degrees</p>
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	<p>contemporary social processes and change, and draw together the knowledge, understanding and skills learnt in different aspects of the course. In their study of these topics, students should examine: Topic areas in relation to the two core themes (socialisation, culture and identity; and social differentiation, power and stratification). Both the evidence of and the sociological explanations for the content listed in the topic areas below. Throughout, students should be encouraged to use examples drawn from their own experience of small-scale research. Attention should be given to</p>	<p>in Context: extended writing, 20 marks. Theory and Methods: extended writing, 10 marks. There will be in paper 2 Topics in Sociology - extended writing, 40 marks and a second set of extended writing, 40 marks. There will be in paper 3 Crime and Deviance with Theory and methods – short answer and extended writing, 50 marks. Theory and Methods: extended writing, 30 marks.</p> <p>➤ Purpose – to ensure all learners are fully prepared for any examination</p>	<p>➤ When carrying out practical research activities, students will manage associated risks and use information and communication technology (ICT).</p> <p>➤ Analysis and evaluation</p> <p>➤ Analyse sociological information, ideas, processes and procedures.</p> <p>➤ Evaluate sociological information, ideas, concepts and methodology.</p> <p>➤ Make judgements and draw conclusions.</p> <p>➤ Synoptic skills Develop an understanding of the interrelationships between the core concepts and theories (Marxism, Feminism and Functionalism) and the key methodological components of sociological research</p> <p>➤ Prior learning KS3 history, learning skills and revision techniques, source analysis.</p> <p>RSE – 1 (all);</p> <p>HE – na</p> <p>SMSC – na</p>	<p>Sociology; Legal; social and welfare field; business; HR and finance; childcare; health and education; journalism; research; civil service.</p> <p>Apprenticeships Programmes in housing, human resources, teaching and health and social care.</p> <p>Professions Legal; social and welfare field; business; HR and finance; childcare; health and education; journalism; research; civil service; NHS</p> <p>Future learning Family, Beliefs, Crime and Deviance and theory.</p>
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	<p>drawing out links with other topics studied in this topic. Students are expected to be familiar with sociological explanations of the following content: The relationship of the family to the social structure and social change, with particular reference to the economy and to state policies. Changing patterns of marriage, cohabitation, separation, divorce, childbearing and the life course, including the sociology of personal life, and the diversity of contemporary family and household structures. Gender roles, domestic labour and power relationships within the family in</p>	<p>assessment within family and methods sociology that is likely to appear on the exam paper for this topic.</p> <ul style="list-style-type: none">➤ Homework within development sociology will be set no more than once per week pending homework requirements in terms of individual learning needs for exam preparation. This will incorporate assessment based learning in addition to task based learning to ensure understanding of topic material.➤ Learners understanding will be bench marked against specification		
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	<p>contemporary society. The nature of childhood, and changes in the status of children in the family and society. Demographic trends in the United Kingdom since 1900: birth rates, death rates, family size, life expectancy, ageing population, and migration and globalisation.</p>	<p>standards for all areas within family sociology in preparation for outcomes of exam based assessment</p>		
<p>Spring 2</p>	<p style="text-align: center;">Big Idea: Paper 2 Topics in Sociology – Families and Households and Beliefs in Society</p> <p>Rationale: Students will develop knowledge of two topics in sociology – families and households and beliefs in society. Students must study the following two core themes: socialisation, culture and identity; social differentiation, power and stratification. The themes should be understood and applied to particular substantive areas of Sociology. These themes are to be interpreted broadly as threads running through many areas of social life and should not therefore be regarded as discrete topics. In addition, students must understand the significance of conflict and consensus, social structure and social action, and the role of values.</p>			

	<p>➤ Families and Households The study of these topics should engage students in theoretical debate while encouraging an active involvement with the research</p>	<p>➤ Approach - Assessment to contain skill application from specification focused on exam-based questions. There will be in Paper 1 - short</p>	<p>Topic knowledge, research, communication, analysis, teamwork and cross-cultural understanding.</p> <p>➤ Knowledge Demonstrate knowledge of sociological ideas. Demonstrate knowledge of sociological concepts and methods. ➤</p> <p>Application</p>	<p>Careers Level 3 A level Sociology Combinations: ➤ English Literature ➤ English Language ➤ Law. ➤ BTEC Health and Social Care ➤ Applied Psychology ➤ Forensic Psychology</p>
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	<p>process. The study should foster a critical awareness of contemporary social processes and change, and draw together the knowledge, understanding and skills learnt in different aspects of the course. In their study of these topics, students should examine: Topic areas in relation to the two core themes (socialisation, culture and identity; and social differentiation, power and stratification). Both the evidence of and the sociological explanations for the content listed in the topic areas below. Throughout, students should be encouraged to use examples drawn from their own experience of small-scale</p>	<p>answer and extended writing, 50 marks. Methods in Context: extended writing, 20 marks. Theory and Methods: extended writing, 10 marks. There will be in paper 2 Topics in Sociology - extended writing, 40 marks and a second set of extended writing, 40 marks. There will be in paper 3 Crime and Deviance with Theory and methods – short answer and extended writing, 50 marks. Theory and Methods: extended writing, 30 marks.</p>	<p>Apply knowledge and understanding of sociological ideas. Apply knowledge And understanding of sociological concepts and methods</p> <ul style="list-style-type: none"> ➤ Practical research When carrying out practical research activities, students will manage associated risks and use information and communication technology (ICT). ➤ Analysis and evaluation Analyse sociological information, ideas, processes and procedures. Evaluate sociological information, ideas, concepts and methodology. Make judgements and draw conclusions. ➤ Synoptic skills Develop an understanding of the interrelationships between the core concepts and theories (Marxism, Feminism and Functionalism) and the key methodological components of sociological research ➤ Prior learning KS3 history, learning skills and revision techniques, source analysis. <p>RSE – 1 (all)</p> <p>HE – na</p> <p>SMSC –na</p>	<p>➤ Government and Politics.</p> <p>Degrees Sociology; Legal; social and welfare field; business; HR and finance; childcare; health and education; journalism; research; civil service.</p> <p>Apprenticeships Programmes in housing, human resources, teaching and health and social care.</p> <p>Professions Legal; social and welfare field; business; HR and finance; childcare; health and education; journalism; research; civil service; NHS</p> <p>Future learning Family, Beliefs, Crime and Deviance and theory.</p>
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	<p>research. Attention should be given to drawing out links with other topics studied in this topic.</p> <p>Students are expected to be familiar with sociological explanations of the following content: The relationship of the family to the social structure and social change, with particular reference to the economy and to state policies. Changing patterns of marriage, cohabitation, separation, divorce, childbearing and the life course, including the sociology of personal life, and the diversity of contemporary family and household structures. Gender</p>	<p>➤ Purpose – to ensure all learners are fully prepared for any examination assessment within family and methods sociology that is likely to appear on the exam paper for this topic.</p> <p>➤ Homework within development sociology will be set no more than once per week pending homework requirements in terms of individual learning needs for exam preparation. This will incorporate assessment based learning in addition to task based learning to ensure understanding of topic material.</p>		
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	roles, domestic labour			
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	<p>and power relationships within the family in contemporary society. The nature of childhood, and changes in the status of children in the family and society. Demographic trends in the United Kingdom since 1900: birth rates, death rates, family size, life expectancy, ageing population, and migration and globalisation.</p>	<p>➤ Learners understanding will be benchmarked against specification standards for all areas within family sociology in preparation for outcomes of exam based assessment</p>		
<p>Summer 1</p>	<p style="text-align: center;">Big Idea: Paper 2 Topics in Sociology – Families and Households and Beliefs in Society</p> <p>Rationale: Students will develop knowledge of two topics in sociology – families and households and beliefs in society. Students must study the following two core themes: socialisation, culture and identity; social differentiation, power and stratification. The themes should be understood and applied to particular substantive areas of Sociology. These themes are to be interpreted broadly as threads running through many areas of social life and should not therefore be regarded as discrete topics. In addition, students must understand the significance of conflict and consensus, social structure and social action, and the role of values.</p>			

	<p>➤ Beliefs in Society The study of these topics should engage students in theoretical debate</p>	<p>➤ Approach - Assessment to contain skill application from specification focused on</p>	<p>➤ Learning skills Topic knowledge, research, communication, analysis, teamwork and cross-cultural understanding. ➤ Knowledge</p>	<p>Careers Level 3 A level Sociology Combinations: ➤ English Literature ➤ English Language</p>
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	<p>while encouraging an active involvement with the research process. The study should foster a critical awareness of contemporary social processes and change, and draw together the knowledge, understanding and skills learnt in different aspects of the course. In their study of these topics, students should examine: Topic areas in relation to the two core themes (socialisation, culture and identity; and social differentiation, power and stratification). Both the evidence of and the sociological explanations for the content listed in the topic areas below. Throughout,</p>	<p>exam-based questions. There will be in Paper 1 - short answer and extended writing, 50 marks. Methods in Context: extended writing, 20 marks. Theory and Methods: extended writing, 10 marks. There will be in paper 2 Topics in Sociology - extended writing, 40 marks and a second set of extended writing, 40 marks. There will be in paper 3 Crime and Deviance with Theory and methods – short answer and extended writing, 50 marks. Theory and Methods:</p>	<p>Demonstrate knowledge of sociological ideas. Demonstrate knowledge of sociological concepts and methods.</p> <ul style="list-style-type: none"> ➤ Application Apply knowledge and understanding of sociological ideas. Apply knowledge and understanding of sociological concepts and methods ➤ Practical research When carrying out practical research activities, students will manage associated risks and use information and communication technology (ICT). ➤ Analysis and evaluation Analyse sociological information, ideas, processes and procedures. Evaluate sociological information, ideas, concepts and methodology. Make judgements and draw conclusions. ➤ Synoptic skills Develop an understanding of the interrelationships between the core concepts and theories (Marxism, Feminism and Functionalism) and the key methodological components of sociological research ➤ Prior learning KS3 history, learning skills and revision techniques, source analysis. <p>RSE – 2c; HE – na SMSC – 1a, b; 3a, b; 4a; b, c, e. 5e, f.</p>	<ul style="list-style-type: none"> ➤ Law. ➤ BTEC Health and Social Care ➤ Applied Psychology ➤ Forensic Psychology ➤ Government and Politics. <p>Degrees Sociology; Legal; social and welfare field; business; HR and finance; childcare; health and education; journalism; research; civil service.</p> <p>Apprenticeships Programmes in housing, human resources, teaching and health and social care.</p> <p>Professions Legal; social and welfare field; business; HR and finance; childcare; health and education; journalism; research; civil service; NHS</p> <p>Future learning Crime and Deviance and theory.</p>
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	<p>students should be encouraged to use examples drawn from their own experience of small-scale research. Attention should be given to drawing out links with other topics studied in this topic.</p> <p>➤ Beliefs in Society Ideology, science and religion, including both Christian and nonChristian religious traditions The relationship between social change and social stability, and religious beliefs, practices and Organisations Religious organisations, including cults, sects, denominations, churches and New Age movements, and their relationship to religious and</p>	<p>extended writing, 30 marks.</p> <p>➤ Purpose – to ensure all learners are fully prepared for any examination assessment within beliefs and methods sociology that is likely to appear on the exam paper for this topic.</p> <p>➤ Homework within development sociology will be set no more than once per week pending homework requirements in terms of individual learning needs for exam preparation. This will incorporate assessment based learning in addition to task based learning to</p>		
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	<p>spiritual belief and practice The relationship between different social groups and religious/spiritual organisations and movements, beliefs and practices 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.</p>	<p>ensure understanding of topic material. ➤ Learners understanding will be benchmarked against specification standards for all areas within beliefs in society sociology in preparation for outcomes of exam based assessment.</p>		
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<p>Summer 2</p>	<p style="text-align: center;">Big Idea: Paper 2 Topics in Sociology – Families and Households and Beliefs in Society</p> <p>Rationale: Students will develop knowledge of two topics in sociology – families and households and beliefs in society. Students must study the following two core themes: socialisation, culture and identity; social differentiation, power and stratification. The themes should be understood and applied to particular substantive areas of Sociology. These themes are to be interpreted broadly as threads running through many areas of social life and should not therefore be regarded as discrete topics. In addition, students must understand the significance of conflict and consensus, social structure and social action, and the role of values.</p>
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	<p>➤ Beliefs in Society The study of these topics should engage students in theoretical debate while encouraging an active</p>	<p>➤ Approach - Assessment to contain skill application from specification focused on</p>	<p>➤ Learning skills Topic knowledge, research, communication, analysis, teamwork and cross-cultural understanding.</p> <p>➤ Knowledge Demonstrate knowledge of sociological ideas.</p>	<p>Careers Level 3 A level Sociology Combinations: ➤ English Literature ➤ English Language ➤ Law.</p>
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	<p>involvement with the research process. The study should foster a critical awareness of contemporary social processes and change, and draw together the knowledge, understanding and skills learnt in different aspects of the course. In their study of these topics, students should examine: Topic areas in relation to the two core themes (socialisation, culture and identity; and social differentiation, power and stratification). Both the evidence of and the sociological explanations for the content listed in the topic areas below. Throughout, students should be encouraged to use</p>	<p>exam-based questions. There will be in Paper 1 - short answer and extended writing, 50 marks. Methods in Context: extended writing, 20 marks. Theory and Methods: extended writing, 10 marks. There will be in paper 2 Topics in Sociology - extended writing, 40 marks and a second set of extended writing, 40 marks. There will be in paper 3 Crime and Deviance with Theory and methods – short answer and extended writing, 50 marks. Theory and Methods:</p>	<p>Demonstrate knowledge of sociological concepts and methods.</p> <ul style="list-style-type: none"> ➤ Application Apply knowledge and understanding of sociological ideas. Apply knowledge and understanding of sociological concepts and methods ➤ Practical research When carrying out practical research activities, students will manage associated risks and use information and communication technology (ICT). ➤ Analysis and evaluation Analyse sociological information, ideas, processes and procedures. Evaluate sociological information, ideas, concepts and methodology. Make judgements and draw conclusions. ➤ Synoptic skills Develop an understanding of the interrelationships between the core concepts and theories (Marxism, Feminism and Functionalism) and the key methodological components of sociological research ➤ Prior learning KS3 history, learning skills and revision techniques, source analysis. <p>RSE – 2c;</p> <p>HE – na</p> <p>SMSC – 1a, b; 3a, b; 4a; b, c, e. 5e, f.</p>	<ul style="list-style-type: none"> ➤ BTEC Health and Social Care ➤ Applied Psychology ➤ Forensic Psychology ➤ Government and Politics. <p>Degrees Sociology; Legal; social and welfare field; business; HR and finance; childcare; health and education; journalism; research; civil service.</p> <p>Apprenticeships Programmes in housing, human resources, teaching and health and social care.</p> <p>Professions Legal; social and welfare field; business; HR and finance; childcare; health and education; journalism; research; civil service; NHS</p> <p>Future learning Deviance and theory.</p>
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	<p>examples drawn from their own experience of small-scale research. Attention should be given to drawing out links with other topics studied in this topic.</p> <p>➤ Beliefs in Society Ideology, science and religion, including both Christian and nonChristian religious traditions The relationship between social change and social stability, and religious beliefs, practices and Organisations Religious organisations, including cults, sects, denominations, churches and New Age movements, and their relationship to religious and spiritual belief and practice</p>	<p>extended writing, 30 marks.</p> <p>➤ Purpose – to ensure all learners are fully prepared for any examination assessment within beliefs and methods sociology that is likely to appear on the exam paper for this topic.</p> <p>➤ Homework within development sociology will be set no more than once per week pending homework requirements in terms of individual learning needs for exam preparation. This will incorporate assessment based learning in addition to task based learning to</p>		
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	<p>The relationship between different social groups and religious/spiritual organisations and movements, beliefs and practices</p> <p>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.</p>	<p>ensure understanding of topic material.</p> <p>➤ Learners understanding will be benchmarked against specification standards for all areas within beliefs in society sociology in preparation for outcomes of exam based assessment.</p>		
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Year 13 Overview

Term	Knowledge	Assessment	Connections to learning	Connections to future pathways
<p>Autumn 1</p>	<p style="text-align: center;">Big Idea: Paper 2 Topics in Sociology – Families and Households and Beliefs in Society</p> <p>Rationale: Rationale: Students will develop knowledge of two topics in sociology – families and households and beliefs in society. Students must study the following two core themes: socialisation, culture and identity; social differentiation, power and stratification. The themes should be understood and applied to particular substantive areas of Sociology. These themes are to be interpreted broadly as threads running through many areas of social life and should not therefore be regarded as discrete topics. In addition, students must understand the significance of conflict and consensus, social structure and social action, and the role of values</p>			

	<p>➤ Beliefs in Society The study of these topics should engage students in theoretical debate while encouraging an active involvement with the research process. The study should foster a critical awareness of contemporary social processes and change, and draw together the knowledge, understanding and skills learnt in different aspects of the course. In their study of these topics, students should examine: Topic areas in relation to the two core themes (socialisation, culture and identity; and social differentiation, power and stratification). Both the evidence of and the sociological</p>	<p>➤ Approach - Assessment to contain skill application from specification focused on exam-based questions. There will be in Paper 1 - short answer and extended writing, 50 marks. Methods in Context: extended writing, 20 marks. Theory and Methods: extended writing, 10 marks. There will be in paper 2 Topics in Sociology - extended writing, 40 marks and a second set of extended writing, 40 marks. There will be in paper 3 Crime and Deviance with Theory and methods – short</p>	<p>➤ Learning skills Topic knowledge, research, communication, analysis, teamwork and cross-cultural understanding.</p> <p>➤ Knowledge Demonstrate knowledge of sociological ideas. Demonstrate knowledge of sociological concepts and methods.</p> <p>➤ Application Apply knowledge and understanding of sociological ideas. Apply knowledge and understanding of sociological concepts and methods</p> <p>➤ Practical research When carrying out practical research activities, students will manage associated risks and use information and communication technology (ICT).</p> <p>➤ Analysis and evaluation Analyse sociological information, ideas, processes and procedures. Evaluate sociological information, ideas, concepts and methodology. Make judgements and draw conclusions.</p> <p>➤ Synoptic skills Develop an understanding of the interrelationships between the core concepts and theories (Marxism, Feminism and Functionalism) and the key methodological components of sociological research</p> <p>➤ Prior learning KS3 history, learning skills and revision techniques, source analysis.</p>	<p>Careers Level 3 A level Sociology Combinations: English Literature English Language Law. BTEC Health and Social Care Applied Psychology Forensic Psychology Government and Politics.</p> <p>Degrees Sociology; Legal; social and welfare field; business; HR and finance; childcare; health and education; journalism; research; civil service.</p> <p>Apprenticeships Programmes in housing, human resources, teaching and health and social care.</p> <p>Professions Legal; social and welfare field; business; HR and finance; childcare; health and education; journalism; research; civil service; NHS</p> <p>Future learning Crime and Deviance and theory.</p>
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	<p>explanations for the content listed in the topic areas below. Throughout, students should be encouraged to use examples drawn from their own experience of small-scale research. Attention should be given to drawing out links with other topics studied in this topic.</p> <p>➤ Beliefs in Society Ideology, science and religion, including both Christian and nonChristian religious traditions The relationship between social change and social stability, and religious beliefs, practices and Organisations Religious organisations, including cults, sects, denominations,</p>	<p>answer and extended writing, 50 marks. Theory and Methods: extended writing, 30 marks.</p> <p>➤ Purpose – to ensure all learners are fully prepared for any examination assessment within family and methods sociology that is likely to appear on the exam paper for this topic.</p> <p>➤ Homework within development sociology will be set no more than once per week pending homework requirements in terms of individual learning needs for exam preparation. This will incorporate</p>	<p>RSE – 2c;</p> <p>HE – na</p> <p>SMSC – 1a, b; 3a, b; 4a; b, c, e. 5e, f.</p>	
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	churches and New Age movements,			
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	<p>and their relationship to religious and spiritual belief and practice</p> <p>The relationship between different social groups and religious/spiritual organisations and movements, beliefs and practices</p> <p>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.</p>	<p>assessment based learning in addition to task based learning to ensure understanding of topic material.</p> <p>➤ Learners understanding will be benchmarked against specification standards for all areas within beliefs in society sociology in preparation for outcomes of exam based assessment.</p>		

<p>Autumn 2</p>	<p>Big Idea: Paper 3 Crime and Deviance with Theory and Methods</p> <p>Rationale: Students will develop knowledge of Crime and Deviance and Theory and Methods. Students must study the following two core themes: socialisation, culture and identity; social differentiation, power and stratification. The themes should be understood and applied to particular substantive areas of Sociology. These themes are to be interpreted broadly as threads running through many areas of social life and should not therefore be regarded as discrete topics. In addition, students must understand the significance of conflict and consensus, social structure and social action, and the role of values.</p>			
	<p>➤ Crime and Deviance The study of these topics should engage students in theoretical debate while encouraging an active involvement with the research process. The study should foster a critical awareness of contemporary social processes and change, and draw together the knowledge, understanding and skills learnt in different aspects of the course. In their study of these topics, students should examine:</p>	<p>➤ Approach - Assessment to contain skill application from specification focused on exam-based questions. There will be in Paper 1 - short answer and extended writing, 50 marks. Methods in Context: extended writing, 20 marks. Theory and Methods: extended writing, 10 marks. There will be in paper 2 Topics in Sociology - extended writing,</p>	<p>Topic knowledge, research, communication, analysis, teamwork and cross-cultural understanding.</p> <p>➤ Knowledge Demonstrate knowledge of sociological ideas. Demonstrate knowledge of sociological concepts and methods.</p> <p>➤ Application Apply knowledge and understanding of sociological ideas. Apply knowledge and understanding of sociological concepts and methods</p> <p>➤ Practical research When carrying out practical research activities, students will manage associated risks and use information and communication technology (ICT).</p> <p>➤ Analysis and evaluation Analyse sociological information, ideas, processes and procedures. Evaluate sociological information, ideas, concepts and methodology. Make judgements and draw conclusions.</p> <p>➤ Synoptic skills Develop an understanding of the interrelationships between the core</p>	<p>Careers Level 3 A level Sociology Combinations: English Literature English Language Law. BTEC Health and Social Care Applied Psychology Forensic Psychology Government and Politics.</p> <p>Degrees Sociology; Legal; social and welfare field; business; HR and finance; childcare; health and education; journalism; research; civil service.</p> <p>Apprenticeships Programmes in housing, human resources, teaching and health and social care.</p> <p>Professions Legal; social and welfare field; business; HR and finance; childcare; health and education; journalism; research; civil service; NHS</p> <p>Future learning</p>

	<p>Topic areas in relation to the two core themes (socialisation, culture and identity; and social differentiation, power and stratification). Both the evidence of and the sociological explanations for the content listed in the topic areas below. Throughout, students should be encouraged to use examples drawn from their own experience of small-scale research. Attention should be given to drawing out links with other topics studied in this topic. Students are expected to be familiar with sociological explanations of the following content: Crime, deviance, social order and social control.</p>	<p>40 marks and a second set of extended writing, 40 marks. There will be in paper 3 Crime and Deviance with Theory and methods – short answer and extended writing, 50 marks. Theory and Methods: extended writing, 30 marks.</p> <ul style="list-style-type: none"> ➤ Purpose – to ensure all learners are fully prepared for any examination assessment within crime and deviance and theory and methods sociology that is likely to appear on the exam paper for this topic. ➤ Homework within development 	<p>concepts and theories (Marxism, Feminism and Functionalism) and the key methodological components of sociological research</p> <ul style="list-style-type: none"> ➤ Prior learning KS3 history, learning skills and revision techniques, source analysis. <p>RSE – 4</p> <p>HE – na</p> <p>SMSC –na</p>	<p>Family, Beliefs, Crime and Deviance and theory.</p>
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	<p>The social distribution of crime and deviance by ethnicity, gender and social class, including recent patterns and trends in crime</p> <p>Globalisation and crime in contemporary society; the media and crime; green crime; human rights and state crimes</p> <p>Crime control, surveillance, prevention and punishment, victims, and the role of the criminal justice system and other agencies.</p>	<p>sociology will be set no more than once per week pending homework requirements in terms of individual learning needs for exam preparation. This will incorporate assessment based learning in addition to task based learning to ensure understanding of topic material.</p> <p>➤ Learners understanding will be benchmarked against specification standards for all areas within theory and methods and crime and deviance sociology in preparation for outcomes of</p>		
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		exam-based assessment.		
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Spring 1	<p style="text-align: center;">Big Idea: Paper 3 Crime and Deviance with Theory and Methods</p> <p>Rationale: Students will develop knowledge of Crime and Deviance and Theory and Methods. Students must study the following two core themes: socialisation, culture and identity; social differentiation, power and stratification. The themes should be understood and applied to particular substantive areas of Sociology. These themes are to be interpreted broadly as threads running through many areas of social life and should not therefore be regarded as discrete topics. In addition, students must understand the significance of conflict and consensus, social structure and social action, and the role of values.</p>			

	<p>➤ Crime and Deviance The study of these topics should engage students in theoretical debate while encouraging an active involvement with the research process. The study should foster a critical awareness of contemporary social processes and change, and draw together the knowledge, understanding and skills learnt in</p>	<p>➤ Approach - Assessment to contain skill application from specification focused on exam-based questions. There will be in Paper 1 - short answer and extended writing, 50 marks. Methods in Context: extended writing, 20 marks. Theory and Methods: extended writing, 10</p>	<p>Topic knowledge, research, communication, analysis, teamwork and cross-cultural understanding.</p> <p>➤ Knowledge Demonstrate knowledge of sociological ideas. Demonstrate knowledge of sociological concepts and methods.</p> <p>➤ Application Apply knowledge and understanding of sociological ideas. Apply knowledge and understanding of sociological concepts and methods</p> <p>➤ Practical research When carrying out practical research activities, students will manage associated risks and use information and communication technology (ICT).</p> <p>➤ Analysis and evaluation Analyse sociological information, ideas, processes and procedures. Evaluate</p>	<p>Careers Level 3 A level Sociology Combinations: English Literature English Language Law. BTEC Health and Social Care Applied Psychology Forensic Psychology Government and Politics.</p> <p>Degrees Sociology; Legal; social and welfare field; business; HR and finance; childcare; health and education; journalism; research; civil service.</p> <p>Apprenticeships Programmes in housing, human resources, teaching and health and social care.</p>
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	<p>different aspects of the course. In their study of these topics, students should examine: Topic areas in relation to the two core themes (socialisation, culture and identity; and social differentiation, power and stratification). Both the evidence of and the sociological explanations for the content listed in the topic areas below. Throughout, students should be encouraged to use examples drawn from their own experience of small-scale research. Attention should be given to drawing out links with other topics studied in this topic. Students are expected to be familiar with</p>	<p>marks. There will be in paper 2 Topics in Sociology - extended writing, 40 marks and a second set of extended writing, 40 marks. There will be in paper 3 Crime and Deviance with Theory and Methods – short answer and extended writing, 50 marks. Theory and Methods: extended writing, 30 marks.</p> <p>➤ Purpose – to ensure all learners are fully prepared for any examination assessment within crime and deviance and theory and methods sociology that is likely to appear on the exam</p>	<p>sociological information, ideas, concepts and methodology. Make judgements and draw conclusions.</p> <p>➤ Synoptic skills Develop an understanding of the interrelationships between the core concepts and theories (Marxism, Feminism and Functionalism) and the key methodological components of sociological research</p> <p>➤ Prior learning KS3 history, learning skills and revision techniques, source analysis.</p> <p>RSE – 4</p> <p>HE – na</p> <p>SMSC –na</p>	<p>Professions Legal; social and welfare field; business; HR and finance; childcare; health and education; journalism; research; civil service; NHS</p> <p>Future learning Family, Beliefs, Crime and Deviance and theory.</p>
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	<p>sociological explanations of the following content: Crime, deviance, social order and social control The social distribution of crime and deviance by ethnicity, gender and social class, including recent patterns and trends in crime Globalisation and crime in contemporary society; the media and crime; green crime; human rights and state crimes Crime control, surveillance, prevention and punishment, victims, and the role of the criminal justice system and other agencies.</p>	<p>paper for this topic.</p> <ul style="list-style-type: none">➤ Homework within development sociology will be set no more than once per week pending homework requirements in terms of individual learning needs for exam preparation. This will incorporate assessment based learning in addition to task based learning to ensure understanding of topic material.➤ Learners understanding will be bench marked against specification standards for all areas within theory and methods and		
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		crime and deviance		
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		<p>sociology in preparation for outcomes of exam based assessment.</p>		
<p>Spring 2</p>	<p style="text-align: center;">Big Idea: Paper 3 Crime and Deviance with Theory and Methods</p> <p>Rationale: Students will develop knowledge of Crime and Deviance and Theory and Methods. Students must study the following two core themes: socialisation, culture and identity; social differentiation, power and stratification. The themes should be understood and applied to particular substantive areas of Sociology. These themes are to be interpreted broadly as threads running through many areas of social life and should not therefore be regarded as discrete topics. In addition, students must understand the significance of conflict and consensus, social structure and social action, and the role of values</p>			

	<p>➤ Theory and Methods The study of these topics should engage students in theoretical debate while encouraging an active involvement with the research process. The study should foster a critical awareness of contemporary social processes and change, and draw together the knowledge, understanding and skills learnt in</p>	<p>➤ Approach - Assessment to contain skill application from specification focused on exam-based questions. There will be in Paper 1 - short answer and extended writing, 50 marks. Methods in Context: extended writing, 20 marks. Theory and Methods: extended writing, 10</p>	<p>Topic knowledge, research, communication, analysis, teamwork and cross-cultural understanding.</p> <p>➤ Knowledge Demonstrate knowledge of sociological ideas. Demonstrate knowledge of sociological concepts and methods.</p> <p>➤ Application Apply knowledge and understanding of sociological ideas. Apply knowledge and understanding of sociological concepts and methods</p> <p>➤ Practical research When carrying out practical research activities, students will manage associated risks and use information and communication technology (ICT).</p> <p>➤ Analysis and evaluation Analyse sociological information, ideas, processes and procedures.</p>	<p>Careers Level 3 A level Sociology Combinations: English Literature English Language Law. BTEC Health and Social Care Applied Psychology Forensic Psychology Government and Politics.</p> <p>Degrees Sociology; Legal; social and welfare field; business; HR and finance; childcare; health and education; journalism; research; civil service.</p> <p>Apprenticeships Programmes in housing, human resources, teaching and health and social care.</p>
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	<p>different aspects of the course. In their study of these topics, students should examine: Topic areas in relation to the two core themes (socialisation, culture and identity; and social differentiation, power and stratification). Both the evidence of and the sociological explanations for the content listed in the topic areas below. Throughout, students should be encouraged to use examples drawn from their own experience of small-scale research. Attention should be given to drawing out links with other topics studied in this topic.</p> <p>➤ Theory and Methods</p>	<p>marks. There will be in paper 2 Topics in Sociology - extended writing, 40 marks and a second set of extended writing, 40 marks. There will be in paper 3 Crime and Deviance with Theory and methods – short answer and extended writing, 50 marks. Theory and Methods: extended writing, 30 marks.</p> <p>➤ Purpose – to ensure all learners are fully prepared for any examination assessment within crime and deviance and theory and methods sociology that is likely to appear on the exam</p>	<p>Evaluate sociological information, ideas, concepts and methodology. Make judgements and draw conclusions.</p> <p>➤ Synoptic skills Develop an understanding of the interrelationships between the core concepts and theories (Marxism, Feminism and Functionalism) and the key methodological components of sociological research</p> <p>➤ Prior learning KS3 history, learning skills and revision techniques, source analysis.</p> <p>RSE – na</p> <p>HE – na</p> <p>SMSC –na</p>	<p>Professions Legal; social and welfare field; business; HR and finance; childcare; health and education; journalism; research; civil service; NHS</p> <p>Future learning Family, Beliefs, Crime and Deviance and theory.</p>
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	<p>Quantitative and qualitative methods of research; research design Sources of data, including questionnaires, interviews, participant and non-participant observation, experiments, documents and official statistics The distinction between primary and secondary data, and between quantitative and qualitative data The relationship between positivism, interpretivism and sociological methods; the nature of 'social facts'. The theoretical, practical and ethical considerations influencing choice of topic, choice of method(s) and the</p>	<p>paper for this topic.</p> <ul style="list-style-type: none"> ➤ Homework within development sociology will be set no more than once per week pending homework requirements in terms of individual learning needs for exam preparation. This will incorporate assessment based learning in addition to task based learning to ensure understanding of topic material. ➤ Learners understanding will be bench marked against specification standards for all areas within theory and methods and 		
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		crime and deviance		
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	<p>conduct of research Consensus, conflict, structural and social action theories. The concepts of modernity and post-modernity in relation to sociological theory. The nature of science and the extent to which Sociology can be regarded as scientific. The relationship between theory and methods. •• debates about subjectivity, objectivity and value freedom •• the relationship between Sociology and social policy.</p>	<p>sociology in preparation for outcomes of exam based assessment.</p>		
<p>Summer 1</p>	<p>Big Idea: see above across all papers.</p> <p>Rationale: See above across all papers.</p>			

	<p>Revision</p> <ul style="list-style-type: none">➤ Paper 1 – Education with Theory and Methods.➤ Paper 2 – Topics in Sociology, Beliefs in Society and Family and Households.➤ Paper 3 – Crime and Deviance with Theory and Methods	See above for different papers.	See above for different papers.	See above for different papers.
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