

Mr Edworthy

| Yr12 (KS5) | Topic Area | Knowledge/Skills that are taught | Knowledge/Skills revisited | What does good look like? | Resources/support at home |
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| Autumn 1 | What is Sociology introductory lessons (with Ms John) Then Class and Educational Achievement | <p>Basics of theory, Status and Role, Consensus and conflict etc.</p> <p>External Factors and Social Class Language (Bernstein) Parental Attitudes (Douglas/Feinstein) Cultural Capital (Bourdieu, Sullivan, Reay) Subcultural Values (Sugarman) Material Deprivation Nike Identities and Self Elimination (Archer)</p> <p>Internal Factors and Social Class Labelling and the SFP - Rosenthal and Jacobsen, Hargreaves, Becker Educational Triage, Gilborn and Youdell Setting and Streaming - Ball, Rist Marketisation and it's impact on the school system (Ball, Bowe and Gewirtz) Compensatory Education - Sure Start and Headstart</p> | <p>Many students will start in Year 12 having already studied Sociology GCSE and for them this section will be covering some familiar ground.</p> <p>For new starters this provides a foundation level of knowledge in terms of theory and some of the key concepts.</p> <p>Class and achievement then builds on the introductory material for Marxism and Functionalism by applying material to the context of education.</p> <p>The internal factors build on prior knowledge of social action theory touched upon in the introductory material</p> | <p>Students may begin to demonstrate sophisticated understanding of the material covered and should also begin to be able to analyse and evaluate the different explanations relating to class and achievement and weighing up the relative strengths and weaknesses of internal factors vs external factors when it comes to class and achievement.</p> <p>Students are assessed via both multiple choice tests of the knowledge and understanding, short exam questions which are also knowledge based but also begin to practice lengthy 30 mark essay questions.</p> <p>The best students are able to quickly develop the art of writing detailed essays with the use of lots of the theorists, concepts and evidence covered and crucially must be able to apply the right material to the exam questions (AO2) and evaluate and analyse the relative merits of different</p> | <p>Initially the use of the "What is Sociology" booklet from Napier press is a good way to ensure students are making good summary notes - there are also a number of activities from the same source.</p> <p>Materials including from the Haralambos Themes and Perspectives text book and Sociology Review magazine are shared with students (and parents) via the Google Classroom.</p> |

| | | | | explanations for class differences in achievement (AO3). | |
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| Autumn 2 | Gender and Achievement | Changing Attitudes (Sue Sharpe) Changes in wider society - The feminist movement, Career Women, Crisis in Masculinity Internal Factors - GIST/ WISE and positive discrimination, forms of assessment and the introduction of coursework, more inclusive teaching materials and the role of positive female role models in schools and the classroom. | Students have experienced schooling themselves so will understand the extent to which school is still gendered and how peer groups for example reinforce and police gender identities (even at Fortismere). Students have already had plenty of exposure to feminism and should also have some understanding of the campaigns for equality and equal pay in the 1970's. | The best students are able to quickly develop the art of writing detailed essays with the use of lots of the theorists, concepts and evidence covered and crucially must be able to apply the right material to the exam questions (AO2) and evaluate and analyse the relative merits of different explanations for class differences in achievement (AO3). Students are now able to understand the intersectionality between social class and gender through studies that incorporate elements of both by theorists such as Connolly who looked at masculinities and Archer who looked at the hyperfeminine identities of Working Class Girls | Film - Made in Dagenham As above materials from several texts and The Sociology Review shared every lesson via the Google Classroom. Past Exam Papers and Exam Questions made available to students to practice and prepare for formal assessments. Young Boys Masculinities and Schooling - Paul Connolly |
| | The Role of Education in Society | Functionalist and Marxist views on the role of education - Durkheim and schools as society in miniature. Meritocracy vs class reproduction - Davis and Moore on Role Allocation. Bowles and Gintis Correspondence Theory - (Link to Paul Willis in class.) | Students are able to make links between the introductory material on Functionalism and Marxism and The Application of these ideas to schooling. Students are able to make links between the material on subcultures in class and internal factors and the the marxism of Bowles and Gintis and Paul Willis - Students should also be able to compare and contrast the ideas of these theorists to demonstrate that B&G may be | | |

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| | | | overly deterministic and that the Lads in Willis's study actively resist the middle class culture of schools rather than being passive 'puppets of the system'. | | |
| Spring 1 | The History of Education Policy | Starting with Forster Education Act 1880 then The Tripartite System post 1944, Comprehensivisation, Grammar Schools and their protection by Conservative LEA's, 1988 Education Act and the Marketisation of the education system, New Labour Education Policy including Curriculum 2000, Academisation, Sure Start, Aim Higher, Literacy and Numeracy strategies. 2010 Coalition policies including the introduction of tuition fees, Free Schools and Michael Gove. Also covered are compensatory education, alternative schools and The New Vocationalism. | <p>Links back to the role of education as the reasons for the introduction of compulsory schooling may have been an attempt to 'gentle the masses' (Marxist approach).</p> <p>Students have experienced the marketised education system and can bring their own experiences into their learning.</p> <p>Compensatory Education already touched upon in the Class and Achievement section of the course</p> | <p>The best students are able to quickly develop the art of writing detailed essays with the use of lots of the theorists, concepts and evidence covered and crucially must be able to apply the right material to the exam questions (AO2) and evaluate and analyse the relative merits of different explanations for class differences in achievement (AO3).</p> <p>Intersectionality here is through links back to class and achievement particularly via studies such as Ball, Bowe and Gewirtz who look at how Middle Class parents are better able to make skilled choices about the schools that they apply to.</p> <p>The material on class will be begin to make more sense and the two units are mutually re-enforcing.</p> | <p>As above materials from several texts and The Sociology Review shared every lesson via the Google Classroom.</p> <p>Past Exam Papers and Exam Questions made available to students to practice and prepare for formal assessments.</p> |
| Spring 2 | Ethnicity and Achievement | Here the early material such as that from The Swann Report focuses on the Institutional racism that existed in the schools of the 1970' and 1980's. | <p>Links back to class and achievement and gender</p> <p>Students have experience of</p> | Students are able to understand the intersectionality between class, gender and race through studies such as those by Heidi | The debate around 'social apartheid' at Oxford is an example of a current topic |

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| | | <p>External factors look at the influence of culture of parental attitudes as studied by Ken Pryce</p> <p>The impact of lone-parents and lack of male role models on afro-caribbean boys (Tony Sewell)</p> <p>Internal Factors look at processes relating to labelling and disproportionate application of discipline in schools (Cecile Wright / David Gilborn)</p> <p>Subcultural groups within school are studied by Mirza, Connolly and Mac An Ghail</p> <p>Students need to be aware of how the picture has changed in recent times and the focus has shifted away from afro-caribbean boys to white working class boys and that this could well be to do with the improvement in London Schools.</p> <p>Ethnocentrism and the Ethnocentric curriculum is studied particularly with relevance to History and English in secondary schools.</p> | <p>being taught in subjects that are ethnocentric and perhaps not as inclusive as they should be</p> <p>The relative weighting of class, gender and ethnicity needs to be emphasised with class being the most important then ethnicity and then gender.</p> <p>Stats on achievement by ethnic group should also be split out in terms of class and gender to illustrate the above for example Chinese Students regardless of class or income fo better than average - emphasising the importance of external cultural factors.</p> | <p>Safia Mirza, Paul Connolly and Mairtin Mac an Ghaill which look at how pupils subcultures and identities differ according to ethnicity, gender and class.</p> <p>The best students are able to quickly develop the art of writing detailed essays with the use of lots of the theorists, concepts and evidence covered and crucially must be able to apply the right material to the exam questions (AO2) and evaluate and analyse the relative merits of different explanations for class differences in achievement (AO3).</p> | <p>that has direct relevance to this part of the specification and clips of David Lammy MP on nesnight and Channel 4 news can be utilised to make that connection.</p> <p>The debate around Black History Month and tokenism is also useful.</p> <p>As above materials from several texts and The Sociology Review shared every lesson via the Google Classroom.</p> <p>Past Exam Papers and Exam Questions made available to students to practice and prepare for formal assessments.</p> <p>Links can also be made to compensatory education schemes such as UCL Envision</p> |
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| | | | | | which supports students of black heritage in applying to Russell Group Universities such as UCL |
| Summer 1 | Quantitative Primary Methods with Methods in Context | Primary and secondary sources of data Quantitative vs qualitative sources of data Practical, ethical and theoretical issues Sampling The process of research Experiments Questionnaires Structured interviews | Students will already be aware of a range of studies which differ in their methodology being taught especially in the class, gender and ethnicity sections of the course. SEE BELOW FOR CONTENT RELATING TO BOTH QUANTITATIVE AND QUALITATIVE METHODS | SEE BELOW AS MUCH CONTENT IS THE SAME FOR ALL METHODS | Past exam questions Text Books Napier Press Workbooks and activities Materials shared via the Google Classroom |
| Summer 2 | Qualitative Primary Methods with Methods in Context Secondary sources with methods in context | Unstructured interviews Participant observation Official statistics and other secondary quantitative methods Documents and other secondary qualitative methods Content Analysis | Students will already be aware of a range of studies which differ in their methodology being taught especially in the class, gender and ethnicity sections of the course. Some of these studies are very small scale using qualitative data and others are much more statistical in nature using primary quantitative methods. Students are able to demonstrate an understanding of the 'pay-off' between | Students are able to illustrate the strengths and weaknesses of various methods (Practical, Ethical and Theoretical) by using examples taught particularly in the education unit. They are able to for example recognise that Rosenthal and Jacobsen "Pygmalion in the classroom" is a field experiment with significant ethical issues involved. There is plenty of scope to signpost forwards here as well. For example studies such as Jock | Past exam questions Text Books Napier Press Workbooks and activities Materials shared via the Google Classroom Sociology Review Articles SPECIFICALLY MIC |

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| | | | <p>reliability and validity in the research process and the links between methodological approaches and theoretical perspectives (such as that between feminism and unstructured interviews)</p> <p>Practical, theoretical and ethical considerations in relation to the various research methods are taught and students are able to apply these to the context of education by practicing a range of MIC (Methods in Context) questions and learning to construct paragraphs based on the prompts in the Items for MIC questions.</p> | <p>Young's 'The Drugtakers' and 'A Glasgow Gang Observed' by James Patrick demonstrate the dangers of ethnographic studies and 'going native'.</p> <p>Eileen Barker's - The Making of a Moonie is also useful to link to the religious organisations topic in beliefs.</p> <p>Triangulation is illustrated through studies such as Paul Willis - Learning to Labour and Stan Cohen's Folk Devil's and Moral Panics</p> <p>Laud Humphries 'The Tearoom Trade' is used to illustrate the ethical problems of exploring sensitive issues through social research.</p> | <p>QUESTIONS - These are extensively practised and the methods for tackling them becomes embedded</p> |
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Ms John

| Yr12 (KS5) | Topic Area | Knowledge/Skills that are taught | Knowledge/Skills revisited | What does good look like? | Resources/support at home |
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| Autumn 1 | Relationship of the family to social structure and social change, with reference to the economy and | <p>Family forms in the UK and alternatives to the family</p> <p>Functionalist, Marxist, Feminist and New Right views on the family, including key thinkers from these perspectives as listed here.</p> | <p>Recall of various family forms in the UK and alternatives to family forms</p> <p>Distinct contributions of key sociologists from various perspectives to sociological</p> | <p>Successfully applying knowledge to 10 mark questions</p> <p>Students are able to meet the criteria for the top band mark descriptors which mention detailed knowledge and</p> | <p>Material on google classroom</p> <p>Textbook</p> <p>Shared revision websites</p> <p>Past paper questions on AQA website</p> |

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| | state policies | Understanding how to write 'Outline and explain...' 10 mark questions and 'Analyse two...' 10 mark questions analysing these perspectives | understanding of the family | understanding with both breadth and depth, well structured essays which reach evidence based conclusions and sophisticated and skillful analysis and evaluation. Students are able to write substantive answers circa 1,000- 1,500 words for the 20 mark essays. | Students have recommended reading list Tutor 2 U video resources/workbooks |
| Autumn 2 | 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 | Personal life perspective, changing patterns in family life (marriage and partnerships, divorce, chosen families, LATs, childbearing, parenthood and the reconstituted family). Key thinkers relevant to these topics as listed here . Understanding the difference between modern social theory and postmodern social theory. Writing a 20 mark essay | Organising ideas into structured writing, building critical analytical skill in writing Recap of key concepts introduced in previous units of work | Building on previous knowledge through 20 mark essay writing, incorporating wider range of key concepts and theories into analysis and evaluation Students are able to meet the criteria for the top band mark descriptors which mention detailed knowledge and understanding with both breadth and depth, well structured essays which reach evidence based conclusions and sophisticated and skillful analysis and evaluation. Students are able to write substantive answers circa 1,000-1,500 words for the 20 mark essays. | Material on google classroom Textbook Shared revision websites Past paper questions on AQA website Students have recommended reading list Tutor 2 U video resources/workbooks |
| Spring 1 | Gender roles in the family | Domestic labour and power relationships within the family in contemporary society, including debates regarding the symmetrical family, the neo-conventional family, March of Progress sociology, cultural | Organising ideas into structured writing, building critical analytical skill in writing Recap of key concepts introduced in previous units of | Building on previous knowledge through 10 and 20 mark essay writing, incorporating wider range of key concepts and theories into analysis and evaluation | Material on google classroom Textbook Shared revision websites Past paper questions |

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| | | <p>vs material explanations for the division of labour, and domestic violence.</p> <p>Referring to evidence as presented by key thinkers listed here.</p> <p>Consolidation of 10 and 20 mark essay writing</p> | work | Students are able to meet the criteria for the top band mark descriptors which mention detailed knowledge and understanding with both breadth and depth, well structured essays which reach evidence based conclusions and sophisticated and skillful analysis and evaluation. Students are able to write substantive answers circa 1,000-1,500 words for the 20 mark essays. | on AQA website Students have recommended reading list Tutor 2 U video resources/workbooks |
| Spring 2 | <p>Childhood</p> <p>Demographic change</p> | <p>The social construction of childhood, and the changing nature of childhood. Referring to evidence as presented by key thinkers listed here.</p> <p>Understanding population changes 1900- in the UK, including changes in birth, death, fertility rates, life expectancy, and migration.</p> | <p>Organising ideas into structured writing, building critical analytical skill in writing</p> <p>Recap of key concepts introduced in previous units of work</p> | <p>Building on previous knowledge through 10 and 20 mark essay writing, incorporating wider range of key concepts and theories into analysis and evaluation.</p> <p>Students work more independently to complete demographic change booklet, being able to use this to revisit 10 mark questions and add information to answers with a view to improve them.</p> <p>Students are able to meet the criteria for the top band mark descriptors which mention detailed knowledge and</p> | <p>Material on google classroom Textbook Shared revision websites Past paper questions on AQA website Students have recommended reading list Tutor 2 U video resources/workbooks</p> |

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| | | | | understanding with both breadth and depth, well structured essays which reach evidence based conclusions and sophisticated and skillful analysis and evaluation. Students are able to write substantive answers circa 1,000-1,500 words for the 20 mark essays. | |
| Summer 1 | Theory | <p>Functionalism - understanding the theoretical basis of functionalism at a more detailed level, including Parsons and Merton</p> <p>Marxism - Marx, Gramsci and Althusser's structuralist and humanist approaches</p> <p>Feminism - liberal, radical, Marxist, post structuralist and intersectional feminism</p> | <p>Organising ideas into structured writing, building critical analytical skill in writing</p> <p>Recap of key concepts introduced in previous units of work</p> | <p>Building on previous knowledge through 10 and 20 mark essay writing, incorporating wider range of key concepts and theories into analysis and evaluation.</p> <p>Students are able to meet the criteria for the top band mark descriptors which mention detailed knowledge and understanding with both breadth and depth, well structured essays which reach evidence based conclusions and sophisticated and skillful analysis and evaluation. Students are able to write substantive answers circa 1,500 -2,000 words for the 30 mark essays.</p> | <p>Material on google classroom</p> <p>Textbook</p> <p>Shared revision websites</p> <p>Past paper questions on AQA website</p> <p>Students have recommended reading list</p> <p>Tutor 2 U video resources/workbooks</p> |
| Summer 2 | Theory and methods | <p>Objectivity and values in sociology</p> <p>Globalisation, modernity and postmodernity</p> | <p>Organising ideas into structured writing, building critical analytical skill in writing</p> <p>Recap of key concepts</p> | <p>Building on previous knowledge through 10 and 30 mark essay writing, incorporating wider range of key concepts and theories into analysis and</p> | <p>Material on google classroom</p> <p>Textbook</p> <p>Shared revision websites</p> |

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| | | | introduced in previous units of work | evaluation Students are able to meet the criteria for the top band mark descriptors which mention detailed knowledge and understanding with both breadth and depth, well structured essays which reach evidence based conclusions and sophisticated and skillful analysis and evaluation. Students are able to write substantive answers circa 1,500 -2,000 words for the 30 mark essays. | Past paper questions on AQA website Students have recommended reading list Tutor 2 U video resources/workbooks |
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Ms John & Mr Edworthy

| Yr13 (KS5) | Topic Area | Knowledge/Skills that are taught | Knowledge/Skills revisited | What does good look like? | Resources/support at home |
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| Autumn 1 | Functionalist and Subcultural approaches, Labelling Theory and Marxist (Critical) Criminology | Understanding the functions of crime according to Durkheim Functionalist approaches to explaining crime: Strain theory, subcultural theories, control theory Marxist explanation of the criminogenic nature of capitalism, the ideological function of the law and the crimes of the powerful. Neo-Marxist approaches to explaining criminal | Recapping and incorporating knowledge from education, families and methods into current unit, mapping schema to see how they connect Link forward from labelling theory to ethnicity and crime through Stuart Hall's - Policing The Crisis. Link from labelling theory to | Critically analysing and evaluating theories of crime through 10 and 30 mark questions. Carrying out independent study and revision, evidence of which will be in writing Students are able to meet the criteria for the top band mark descriptors which mention detailed knowledge and | Material on google classroom Textbook Shared revision websites Past paper questions on AQA website Students have recommended reading list Tutor 2 U video resources/workbooks |

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| | | <p>behaviour, including fully social theory of deviance</p> <p>Interactionist approaches to understanding crime and deviance, including Becker, Cicourel, Young, Lemert, Cohen etc.</p> <p>Writing a 30 mark question, improving exam technique from year 12. Referring to evidence as presented by key thinkers listed here.</p> | <p>deviancy amplification and the Crime and The Media Unit through Stan Cohen's Folk Devils and Moral Panics.</p> <p>Link back to education via the work of Albert Cohen Status Frustration (processes which begin at school and are linked to Paul Willis and Learning to Labour).</p> | <p>understanding with both breadth and depth, well structured essays which reach evidence based conclusions and sophisticated and skillful analysis and evaluation. Students are able to write substantive answers circa 1,500 -2,000 words for the 30 mark essays.</p> | |
| Autumn 2 | <p>Left vs Right Realism</p> <p>Patterns of crime in official statistics, by gender and ethnicity</p> <p>Crime and the media</p> | <p>Right and left realist explanations of crime and solutions to crime</p> <p>Analysing the composition of sources of crime</p> <p>Explaining gendered patterns in crime: Chivalry thesis; sex role theory; control theory; liberation thesis; hegemonic masculinity</p> <p>Examining patterns of ethnicity and crime: crime rates by ethnicity, institutional racism and the MacPherson report, sentencing. Left Realist and Neo-Marxist analyses.</p> <p>News values, deviancy amplification and moral panics</p> | <p>Incorporating theoretical knowledge from first half term</p> <p>Students are able to make connections between for example labelling theory and the work of Stuart Hall 'Policing The Crisis' which sits in the ethnicity and crime section.</p> <p>Students are able to draw on their prior knowledge of the Dark Side of The Family to illustrate issues relating to the social construction of crime statistics and the dark figure of crime.</p> <p>Students are able to link the Control Theory of Frances Heidensohn back to the issues</p> | <p>Critically analysing and evaluating theories of crime through 10 and 30 mark questions.</p> <p>Carrying out independent study and revision, evidence of which will be in writing</p> <p>Students are able to meet the criteria for the top band mark descriptors which mention detailed knowledge and understanding with both breadth and depth, well structured essays which reach evidence based conclusions and sophisticated and skillful analysis and evaluation. Students are able to write substantive answers circa 1,500 -2,000 words for the 30 mark essays.</p> | <p>Material on google classroom</p> <p>Textbook</p> <p>Shared revision websites</p> <p>Past paper questions on AQA website</p> <p>Students have recommended reading list</p> <p>Tutor 2 U video resources/workbooks</p> |

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| | | | <p>of conjugal roles and couples within the families and households unit.</p> <p>Students also understand the links forward to the feminism section of the theory unit and how organisations such as 'reclaim the night' are illustrative of current (radical?) feminist campaigns and push back against male control of women in public spheres.</p> | | |
| Spring 1 | <p>Globalisation, green crime, human rights and state crime</p> <p>Control, punishment and victims</p> | <p>Explaining crime in the modern globalised world economy</p> <p>Postmodernist understanding of 'harms' and green criminology</p> <p>Defining and analysing state crime with use of 20th century and 21st century examples</p> <p>Crime prevention strategies, the role of the criminal justice system (Marxist vs Marxist), and Foucault.</p> <p>Victimology</p> | <p>Recapping and incorporating knowledge from education, families and methods into current unit, mapping schema to see how they connect. Being able to make connections back to right realism when discussing Situational Crime Prevention, Zero Tolerance Policing and its application in New York in the 1990's.</p> <p>Being able to link the victimology component back to the Crime and The Media work already covered.</p> <p>Students are able to make connections with other A-Level subjects they study such as</p> | <p>Critically analysing and evaluating theories of crime through 10 and 30 mark questions.</p> <p>Carrying out independent study and revision, evidence of which will be in writing</p> <p>Able to write an excellent 30 Mark exam answer to a past exam question on Crime, Punishment and Victims which meets the criteria for the top band on the mark scheme. (see below)</p> <p>Students are able to meet the criteria for the top band mark descriptors which mention detailed knowledge and understanding with both breadth</p> | <p>Material on google classroom</p> <p>Textbook</p> <p>Shared revision websites</p> <p>Past paper questions on AQA website</p> <p>Students have recommended reading list</p> <p>Tutor 2 U video resources/workbooks.</p> <p>Watch documentaries such as Storyville - Jailed in America to enrich understanding of the issues on Mass Incarceration (David Garland).</p> |

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| | | | History when examining disciplinary vs sovereign power or Politics when understanding the interface between left and right wing governments and their approaches to crime and punishment. Geography with globalisation and environmental crimes and Economics when studying the supply and demand side of the global narcotics trade. | and depth, well structured essays which reach evidence based conclusions and sophisticated and skillful analysis and evaluation. Students are able to write substantive answers circa 1,500 -2,000 words for the 30 mark essays. | Use of Sociology Review Articles such as 'Does Prison Work' |
| Spring 2 | <p>Functionalism, Marxism and Feminism</p> <p>Social action theory</p> <p>Globalisation, modernity and postmodernism</p> <p>Social policy</p> | Revision through learning theory, and applying it to existing understanding of education, families and crime | <p>Recapping and incorporating knowledge from education, families and methods into current unit, mapping schema to see how they connect</p> <p>Using specific examples such as linking material on suicide in the labelling theory component of crime to a broader theoretical discussion between positivist sociologists and ethnographic sociologists about whether sociology can be treated as a science.</p> | Students are able to meet the criteria for the top band mark descriptors which mention detailed knowledge and understanding with both breadth and depth, well structured essays which reach evidence based conclusions and sophisticated and skillful analysis and evaluation. Students are able to write substantive answers circa 1,500 -2,000 words for the 30 mark essays. | <p>Material on google classroom</p> <p>Textbook</p> <p>Shared revision websites</p> <p>Past paper questions on AQA website</p> <p>Students have recommended reading list</p> <p>Tutor 2 U video resources/workbooks</p> |
| Summer 1 | exam preparation and examinations | | | | |

Ms Sullivan

| Yr13 (KS5) | Topic Area | Knowledge/Skills that are taught | Knowledge/Skills revisited | What does good look like? | Resources/support at home |
|------------|--|---|--|--|---|
| Autumn 1 | <ul style="list-style-type: none"> ideology, science and religion, including both Christian and non-Christian religious traditions the relationship between social change and social stability, and religious beliefs, practices and organisations practices | <p>Knowledge:</p> <ul style="list-style-type: none"> Religion as a belief system. Different theoretical viewpoints on the role and function of religion from Functionalist, Marxist, Feminist and Post-Modern perspectives Different sociological views on religions as a conservative force, preserving the status quo and keeping stability in society (Functionalist, Feminist, Marxist approaches) or religion as a force for change and conflict (Weber, Neo-Marxism approaches) The impact of social change of religious belief and on how people practice and the organisations themselves. <p>Skills:</p> <ul style="list-style-type: none"> Demonstrate knowledge and understanding of: sociological theories, concepts and evidence Apply sociological theories, concepts, evidence and research methods to a range of issues Analyse and evaluate | <p>Revisit the main theoretical viewpoints covered in Year 12 - Functionalism, Marxism and Feminism.</p> <p>Revisit the skills learnt to complete a 20 mark essay question.</p> <p>Revisit the skills learnt to complete 10 mark questions: Outline and explain; Analyse- use of the item.</p> | <p>Students are able to use the correct concepts, evidence, theory to answer exam style questions in a sophisticated way.</p> <p>Students are able to weave into their written and oral work the complexity of issues around measurement and definition of religion.</p> <p>Essay responses are well structured and reach appropriate evidence based conclusions. 10 mark answers follow the correct structure as outlined in the mark scheme.</p> <p>Students understand the complexity of debates and are able to use a range of evidence.</p> <p>Students refer to key theorists as listed in the specification, such as: Durkheim, Marx, Weber, Berger, El Saadawi, Parsons,</p> | <p>All lesson resources including slide, handouts and homework are shared via Google Classroom</p> <p>Access to past papers, mark schemes and examiners comments available in Google classroom</p> <p>Support for writing 20 mark essays: https://hecticteachersociology.com/exam-advice-and-technique/how-to-answer-a-20-mark-question/</p> <p>Support for writing both style 10 mark questions: https://hecticteachersociology.com/exam-advice-and-technique/how-to-answer-a-10-mark-question/ https://hecticteachersociology.com/exam-advice-and-technique/how-to-answer-a-10-mark-question/</p> |

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| | | <p>sociological theories, concepts, evidence and research methods in order to:</p> <ul style="list-style-type: none"> -present arguments -make judgements -draw conclusions | | <p>Malinowski, Bellah, Bainbridge, Wilson, Bruce.</p> | <p>and-technique/essay-planning-advice/</p> <p>Access to Sociology wider reading/viewing list available in Google classroom</p> |
| Autumn 2 | <ul style="list-style-type: none"> religious organisations, including cults, sects, denominations, churches and New Age movements, and their relationship to religious and spiritual belief and practice | <p>Knowledge:</p> <ul style="list-style-type: none"> The key characteristics of different types of religious organisations with examples Explanations for the growth or decline of different forms of religious organisations. <p>Skills:</p> <ul style="list-style-type: none"> Demonstrate knowledge and understanding of: sociological theories, concepts and evidence Apply sociological theories, concepts, evidence and research methods to a range of issues Analyse and evaluate sociological theories, concepts, evidence and research methods in order to: -present arguments -make judgements -draw conclusions | <p>Revisit the skills learnt to complete 10 mark questions: Outline and explain; Analyse- use of the item.</p> <p>Revisit the skills learnt to complete a 20 mark essay question.</p> | <p>Students are able to identify the key characteristics of the main organisations of religion: church, denomination, cult and sects. Students are able to correctly identify the links between the organisations.</p> <p>Essay responses are well structured and reach appropriate evidence based conclusions. 10 mark answers follow the correct structure as outlined in the mark scheme.</p> <p>Students refer to key theorists as listed in the specification, such as: Troeltsch, Weber, Wallis, Wilson, Barker.</p> | <p>All lesson resources including slide, handouts and homework are shared via Google Classroom</p> <p>Access to past papers, mark schemes and examiners comments available in Google classroom</p> <p>Support for writing 20 mark essays: https://hecticteachersociology.com/exam-advice-and-technique/how-to-answer-a-20-mark-question/</p> <p>Support for writing both style 10 mark questions: https://hecticteachersociology.com/exam-advice-and-technique/how-to-answer-a-10-mark-question/</p> |

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| | | | | | question/ https://hecticteachersociology.com/exam-advice-and-technique/essay-planning-advice/ Access to Sociology wider reading/viewing list available in Google classroom |
| Spring 1 | <ul style="list-style-type: none"> the relationship between different social groups and religious/spiritual organisations and movements, beliefs and 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. | Knowledge: <ul style="list-style-type: none"> Patterns of religiosity among different social groups such as social class, gender, ethnicity, gender and age. Explanations for the changes in patterns of religiosity. Defining and measuring secularisation. The extent of belief and practice. Competing explanations and evidence for secularisation in terms of belief, practice and organisations. Global context of debate including fundamentalism and the growth of religion. | Students are able to use their prior knowledge of CAGE to understand patterns of religiosity. Revisit the main theoretical viewpoints covered in first topic area - Functionalism, Marxism and Feminism. Revisit the measurement and definition of religion debate. | Students are able to identify the key factors which lead to different patterns of religiosity. They are able to understand the complexity of measuring religion and religiosity on a global scale. Essay responses are well structured and reach appropriate evidence based conclusions. 10 mark answers follow the correct structure as outlined in the mark scheme. Students refer to key theorists as listed in the specification, such as: Weber, El Sadaawi, Davies, Modood et al, Woodhead, Bruce, | All lesson resources including slide, handouts and homework are shared via Google Classroom Access to past papers, mark schemes and examiners comments available in Google classroom Support for writing 20 mark essays: https://hecticteachersociology.com/exam-advice-and-technique/how-to-answer-a-20-mark-question/ Support for writing both style 10 mark questions: |

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| | | <p>Skills:</p> <ul style="list-style-type: none"> • Demonstrate knowledge and understanding of: sociological theories, concepts and evidence • Apply sociological theories, concepts, evidence and research methods to a range of issues • Analyse and evaluate sociological theories, concepts, evidence and research methods in order to: <ul style="list-style-type: none"> -present arguments -make judgements -draw conclusions | | <p>Wilson, Davie, Norris & Inglehart, Glock & Stark.</p> | <p>https://hecticteachersociology.com/exam-advice-and-technique/how-to-answer-a-10-mark-question/</p> <p>https://hecticteachersociology.com/exam-advice-and-technique/essay-planning-advice/</p> <p>Access to Sociology wider reading/viewing list available in Google classroom</p> |
| Spring 2 | <p>•ideology and science as beliefs systems</p> | <p>Knowledge:</p> <ul style="list-style-type: none"> • Science as a social construct. • Science as a belief system and ideological influences. <p>Skills:</p> <ul style="list-style-type: none"> • Demonstrate knowledge and understanding of: sociological theories, concepts and evidence • Apply sociological theories, concepts, evidence and research methods to a range of issues • Analyse and evaluate sociological theories, concepts, evidence and research methods in order to: <ul style="list-style-type: none"> -present arguments | <p>Revisit ideologies of Functionalism, Marxism and Feminism.</p> <p>To revisit modernist links to Science and the Enlightenment March of Progress view of Sociology as embodied by Auguste Comte's Positivism.</p> <p>To revisit postmodernism and its rejection of the enlightenment project and march of progress theory. This is often illustrated by Douglas and Atkinson's critique of Durkheim's classic work on Suicide.</p> | <p>Students are able to use the correct concepts and theory to explore the idea of science being a belief system.</p> <p>Essay responses are well structured and reach appropriate evidence based conclusions. 10 mark answers follow the correct structure as outlined in the mark scheme.</p> | <p>All lesson resources including slide, handouts and homework are shared via Google Classroom</p> <p>Access to past papers, mark schemes and examiners comments available in Google classroom</p> <p>Support for writing 20 mark essays: https://hecticteachersociology.com/exam-advice-and-technique/how-to-answer-a-20-mark-question/</p> |

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| | <ul style="list-style-type: none"> • Revision and individualised catch up on learning and missed content. | <ul style="list-style-type: none"> -make judgements -draw conclusions | Link from Gramsci's Hegemony back to the Marxism unit. | | <p>Support for writing both style 10 mark questions:</p> <p>https://hecticteachersociology.com/exam-advice-and-technique/how-to-answer-a-10-mark-question/</p> <p>https://hecticteachersociology.com/exam-advice-and-technique/essay-planning-advice/</p> <p>Access to Sociology wider reading/viewing list available in Google classroom</p> |
| Summer 1 | <ul style="list-style-type: none"> • exam preparation and examinations | | | | as above |