

Curriculum Map Sociology - Year 13

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Content	<p>Theoretical perspectives & Methods Feminism; the major variants of such theories, eg scientific and humanistic Marxism; liberal, radical, Marxist etc feminism <i>Oakley, Ansley, Firestone, Greer, Barrett, Walby, Butler.</i></p> <p>Action theories; the main types of action theory, such as social action theory, symbolic interactionism and ethnomethodology. <i>Weber, Mead, Blumer, Becker, Goffman, Garfinkel</i></p> <p>The concepts of modernity and postmodernity, including variants such as late modernity, Modernist and postmodernist theories of contemporary society. <i>Baudrillard, Giddens, Beck, Harvey</i></p> <p>The nature of science and the extent to which Sociology can be regarded as scientific and the nature of social facts. <i>Debates about the scientific status of sociology: positivist and interpretivist views. Durkheim, Weber, Glaser & Strauss, Atkinson. Different views of the natural sciences, eg Popper, Kuhn, realism, and implications for sociology's scientific status. Popper, Kuhn, Keat & Urry</i></p> <p>Concepts of objectivity, subjectivity, value freedom and ideology. Debates about subjectivity, objectivity and value freedom <i>Comte, Durkheim, Marx, Weber, Becker, Gouldner</i></p> <p>The relationship between Sociology and social policy The difference between social</p>	<p>Beliefs in Society Ideology, science and religion, including both Christian and non-Christian religious traditions Science as a social construct. Issues in defining religion. <i>Durkheim, Giddens, Berger</i></p> <p>Religion and science as belief systems and ideological influences. <i>Bainbridge, Weber, Berger</i></p> <p>Different theoretical views on the role and function of religion, eg functionalist, Marxist (including neo-Marxist), feminist and postmodernist. <i>Durkheim, Parsons, Marx, El Sadaawi</i></p> <p>Religion renewal and choice - Sociological views on religion as a conservative force and, as a force for social change, for stability or conflict. <i>Durkheim, Marx, Weber</i></p> <p>The impact of social change on religious belief, practices and organisations. <i>Wilson, Bruce, Wallis</i></p> <p>Crime and Deviance Functionalist explanations of crime, deviance, social order and social control, e.g. positive functions of crime, adaptations to strain, types of subculture, differential association. <i>Durkheim, Merton, A.K.Cohen, Cloward and Ohlin</i></p> <p>Marxist and neo-Marxist explanations of crime, deviance, social order and social control, eg criminogenic capitalism, law making and critical criminology. <i>Marx, Chambliss, Snider, Taylor, Walton & Young</i></p> <p>The social distribution of crime and deviance by social class, including recent patterns and trends and different explanations for these, eg</p>	<p>Beliefs in Society The relationship between social change and social stability, and religious beliefs, practices and organisations Sociological views on religion as a conservative force and, as a force for social change, for stability or conflict. <i>Durkheim, Marx, Weber</i></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>Defining and measuring secularisation. The extent of belief and practice. <i>Wilson, Glock and Stark, Davie</i> Competing explanations and evidence for secularisation in terms of belief, practice and organisations. <i>Bruce, Wilson, Weber</i></p> <p>Global context of debate including fundamentalism and the growth of religion.</p> <p>Crime and Deviance Right realist explanations of crime, deviance, social order and social control, eg the causes of crime and solutions to crime. <i>Wilson, Murray, Wilson & Kelling, Felson</i></p> <p>Left realist explanations of crime, deviance, social order and social control, eg relative deprivation, subcultures and marginalisation. <i>Young, Lea & Young</i></p> <p>The social distribution of crime and deviance by gender, including recent patterns and</p>	<p>Beliefs in Society Religious organisations, including cults, sects, denominations, churches and New Age movements, and their relationship to religious and spiritual belief and practice</p> <p>Characteristics of different types of religious organisation, Explanations for growth or decline of different forms of religious organisation. <i>Troeltsch, Wallis, Wilson, Weber, Barker</i></p> <p>The relationship between different social groups and religious/spiritual organisations and movements, beliefs and practices</p> <p>Patterns of religiosity among different social groups, such as social class, ethnicity, gender and age. <i>Weber, El Sadaawi, Davies.</i> Explanations for changes in these patterns. <i>Modood et al, Woodhead, Bruce</i></p> <p>Crime and Deviance Globalisation and crime in contemporary society; the media and crime; green crime; human rights and state crimes; transnational organised crime, global criminal organisations, global capitalism and crimes of the powerful. <i>Castells, Held, Taylor, Hobbs & Dunningham, Glenny, South, Beck, White,</i> Crime control, surveillance, prevention and punishment, victims and the role of the CJS and other</p>	Revise all content	Exams

	<p>problems and sociological problems; perspectives on social policy and on the role of sociology in relation to policy. <i>Worsley, Comte, Durkheim, Marx, Murray</i></p>	<p>selective law enforcement and white-collar crime. <i>Marx, Lea & Young, Pearce, Merton, Miller</i></p> <p>Labelling theory of crime, deviance, social order and social control, eg the social construction of crime, the effects of labelling and deviance amplification. <i>Becker, Cicourel, Lemert, S.Cohen, Braithwaite</i></p>	<p>trends and different explanations for these, eg feminism, the chivalry thesis, sex role theory, social control and liberation thesis. <i>Pollak, Heidensohn, Carlen</i></p> <p>The social distribution of crime and deviance by ethnicity, including recent patterns and trends and different explanations for these, e.g. ethnicity and criminality, racism and the criminal justice system and victimisation. <i>Bowling and Phillips, Gilroy, Hall</i></p> <p>The media and crime, eg media representations of crime, the media as a cause of crime and moral panics. <i>S.Cohen, Young, Jewkes, McRobbie & Thornton</i></p>	<p>agencies eg crime prevention strategies, and sociological perspectives on punishment. <i>Durkheim, Rusche & Kirchheimer, Felson, Chaiken, Wilson & Kelling</i></p> <p>Patterns of victimisation and explanations for these, eg positivist and critical victimology. <i>Christie, Miers, Mawby & Walklate, Tombs & Whyte</i></p> <p>The role of the criminal justice system and other agencies, eg the role of police, courts and prisons. <i>Foucault, Garland, S.Cohen</i></p>		
Skills	<p>A01: Demonstrate and communicate knowledge and understanding of sociological theories, concepts and evidence, and sociological research methods.</p> <p>A02: Apply sociological theories, concepts, evidence and research methods to a range of issues.</p> <p>A03: Analyse and evaluate sociological theories, concepts, evidence and research methods in order to present arguments, make judgments and draw conclusions.</p>	<p>A01: Demonstrate and communicate knowledge and understanding of sociological theories, concepts and evidence, and sociological research methods.</p> <p>A02: Apply sociological theories, concepts, evidence and research methods to a range of issues.</p> <p>A03: Analyse and evaluate sociological theories, concepts, evidence and research methods in order to present arguments, make judgments and draw conclusions.</p>	<p>A01: Demonstrate and communicate knowledge and understanding of sociological theories, concepts and evidence, and sociological research methods.</p> <p>A02: Apply sociological theories, concepts, evidence and research methods to a range of issues.</p> <p>A03: Analyse and evaluate sociological theories, concepts, evidence and research methods in order to present arguments, make judgments and draw conclusions.</p>	<p>A01: Demonstrate and communicate knowledge and understanding of sociological theories, concepts and evidence, and sociological research methods.</p> <p>A02: Apply sociological theories, concepts, evidence and research methods to a range of issues.</p> <p>A03: Analyse and evaluate sociological theories, concepts, evidence and research methods in order to present arguments, make judgments and draw conclusions.</p>	<p>A01: Demonstrate and communicate knowledge and understanding of sociological theories, concepts and evidence, and sociological research methods.</p> <p>A02: Apply sociological theories, concepts, evidence and research methods to a range of issues.</p> <p>A03: Analyse and evaluate sociological theories, concepts, evidence and research methods in order to present arguments, make judgments and draw conclusions.</p>	<p>A01: Demonstrate and communicate knowledge and understanding of sociological theories, concepts and evidence, and sociological research methods.</p> <p>A02: Apply sociological theories, concepts, evidence and research methods to a range of issues.</p> <p>A03: Analyse and evaluate sociological theories, concepts, evidence and research methods in order to present arguments, make judgments and draw conclusions.</p>
Key Questions	<p><u>Theoretical perspectives & Methods</u></p> <p>What do we understand by theory, feminism and action theory and how we can evaluate and link these to other theories?</p> <p>How is Marxism relevant today? How useful is Marxist theory to our understanding of society? How can we see its strengths and weaknesses?</p>	<p><u>Beliefs</u></p> <p>What do we understand by Ideology, science and religion, including both Christian and non-Christian religious traditions?</p> <p>What is the relationship between social change and social stability, and religious beliefs, practices and organisations</p> <p><u>Crime and Deviance</u></p>	<p><u>Beliefs</u></p> <p>What is the relationship between different social groups and religious/spiritual organisations and movements, beliefs and practices?</p> <p>What is 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><u>Beliefs</u></p> <p>What is the difference between a sect and cult?</p> <p>What are new religious movements?</p> <p>Which social groups are more religious and how can this be explained?</p> <p><u>Crime and Deviance</u></p>		

	<p>How is Feminism relevant today? How useful is Feminist theory to our understanding of society? How can we see its strengths and weaknesses?</p> <p>To what extent can Sociology be considered a science?</p> <p>Can sociologists be value free and objective in sociological research?</p> <p>What do we understand re subjectivity and objectivity and by sociology as a science?</p> <p>How is social policy influenced by sociology ?</p>	<p>What is Crime, deviance, social order and social control?</p> <p>How do functionalists, marxists and interactionists differ in their explanations of crime?</p> <p>Who is more likely to be labelled as a criminal and why?</p>	<p><u>Crime and Deviance</u></p> <p>What is the social distribution of crime and deviance by ethnicity, gender and social class, including recent patterns and trends in crime/</p> <p>How are different groups represented in the media?</p> <p>In what ways might the media cause crime?</p>	<p>In what ways has increased globalisation affected crime?</p> <p>Which social groups are more likely to be a victim of certain types of crime?</p> <p>In what ways can crime be prevented?</p> <p>How successful are prisons as a punishment for crime?</p>		
<p>Assessment</p>	<p>End of unit assessments</p> <p>Students to develop skills to meet the demands of the A-level questions. In the A-level, students will be required to answer 10 mark questions that require high levels of analysis, extended essays and will be asked to complete 20 mark questions linked to an item.</p> <p>Students will focus on the specific demands of the 10 and 20 mark questions which appear in papers 1 and 3 for theory and methods.</p> <p>In Paper one, students will answer one free standing essay question relating to Theory and Methods (10 marks).</p> <p>In Paper three, students will answer one free standing essay question relating to Theory and Methods (10 marks), and one item based extended writing question (20 marks)</p>	<p>End of unit assessments</p> <p><u>Paper two: Topics in Sociology- Beliefs</u> Question types are the same for both Section A and Section B. They include: - One freestanding essay question (10 marks) - One item based question (10 marks) - One item based extended writing question (20 marks)</p> <p><u>Paper three: Crime and deviance with t/m</u></p> <p>Question types include: - Short answer questions on crime(4 marks, 6 marks) - One item based question on crime (10 marks) - One item based question on crime (30 marks) - One free standing question on Theory and Methods (10 marks) - One item based question on Theory and Methods (20 marks)</p>	<p>End of unit assessments</p> <p><u>Paper two: Topics in Sociology- Beliefs</u> Question types are the same for both Section A and Section B. They include: - One freestanding essay question (10 marks) - One item based question (10 marks) - One item based extended writing question (20 marks)</p> <p><u>Paper three: Crime and deviance with t/m</u></p> <p>Question types include: - Short answer questions on crime(4 marks, 6 marks) - One item based question on crime (10 marks) - One item based question on crime (30 marks) - One free standing question on Theory and Methods (10 marks) - One item based question on Theory and Methods (20 marks)</p>	<p>End of unit assessments</p> <p><u>Paper two: Topics in Sociology- Beliefs</u> Question types are the same for both Section A and Section B. They include: - One freestanding essay question (10 marks) - One item based question (10 marks) - One item based extended writing question (20 marks)</p> <p><u>Paper three: Crime and deviance with t/m</u></p> <p>Question types include: - Short answer questions on crime(4 marks, 6 marks) - One item based question on crime (10 marks) - One item based question on crime (30 marks) - One free standing question on Theory and Methods (10 marks) - One item based question on Theory and Methods (20 marks)</p>	<p>Students to review their understanding of the course and apply understanding to exam questions from papers 1, 2 and 3.</p> <p><u>Paper one: Education with methods in context</u> Question types include: - Short answer questions on Education (4 marks, 6 marks) - One item based question on Education (10 marks) - One item based question on Education (30 marks) - One Methods in Context question linked to an item (20 marks) - One free standing essay question relating to Theory and Methods (10 marks)</p> <p><u>Paper two: Topics in Sociology- Beliefs</u> Question types are the same for both Section A and Section B. They include: - One freestanding essay question (10 marks) - One item based question (10 marks) - One item based extended writing question (20 marks)</p>	<p>External examinations</p>

Paper three: Crime and deviance with t/m

- Question types include:
- Short answer questions on crime(4 marks, 6 marks)
 - One item based question on crime (10 marks)
 - One item based question on crime (30 marks)
 - One free standing question on Theory and Methods (10 marks)
 - One item based question on Theory and Methods (20 marks)

Literacy/
Numeracy/
SMSC/
Character

Literacy: Developing tier 2 vocabulary and sociological vocabulary (tier 3 language) , developing essay writing skills, critical and evaluative writing, communication and debating skills, analysing a variety of forms of data, and answering long prose questions and essays.

Numeracy: Analysing statistics e.g. educational differences by gender etc; demographic trends e.g. birth and death rates

Spiritual: Sociology promotes students spiritual development and understanding by reflecting on different theories of how people understand the world and helping students develop a sense of self knowledge including an awareness and understanding of their own beliefs, values, norms and identity. Studying sociology enables students to consider their own relationships with society and the structural processes within it. Developing empathy with others and an understanding that humans deal with different situations differently. The study of demographic issues such as gender, ethnicity and social class also allow students to reflect upon their own identity and develop a greater understanding of how this identity impacts on their life chances and opportunities. The study of ideology and hegemony encourages students to take note of the belief systems that impact on their own perception of the world and assess the effects these have on their culture. Examples of good practice: Studying the features of church organisations, denomination, cult and sects across Cultures, Creating questionnaires to investigate the impact of beliefs and ideology on the Individual. Exploring and debating the impact of globalisation of belief systems. Assessing the extent and growth of secularisation and its link to fundamentalism

Moral: Sociology students will develop decision making skills and are encouraged to think about consequences of actions and behaviours. In lessons, teachers will promote students' understanding of basic moral principles, norms and values whilst challenging student assumptions, stereotypes and prejudices on the basis of race, religion, gender, age, sexual orientation, disability and class. Understand that there are differing debates on the extent to which we as humans have free will or are influenced by factors beyond our control (determinism) and how that can affect behaviour. In the research methods topic, students are encouraged to reflect on a range of moral and ethical issues within sociological research and the impact this may have on the wider community. Students will be familiar with ethical guidelines for research as issued by the British Sociological society and put these into practice during project work.

Social: Creating a sense of community both within the classroom and within the Social Sciences as a whole with common inclusive values so that everyone is equal no matter what their ethnicity, gender, ability, sexual orientation and religion is. Students are encouraged to relate positively to one another and work effectively within teams, discussions, class presentations, sharing good practice and problem solving tasks. These tasks develop inter-personal skills and encourage students to work collaboratively on research projects particularly in relation to the research methods topic. Discuss the value of being a global citizen and explore contemporary debates about globalisation and a global culture.

Celebrating success of good work through written and oral feedback, effort celebration and making progress, displays, sociology stickers and the use of exemplars within lessons.

Organising extra-curricular activities which support learning e.g. trips and Criminology Conference.

Cultural: Sociology promotes students' cultural development and understanding by discussing cross cultural differences on a number of topics/issues such as gender, educational achievement, family structures etc. Students are able to discuss different cultural traditions and acquire knowledge and insight into the values, influences, norms, beliefs and expectations of their own culture as well as appreciating the diversity and richness of other cultures. Studying cross cultural research allows students to gain a better understanding of differing values and beliefs.

Social education in Sociology provides learners with the opportunity to learn tolerance amongst a group and reflect upon their own and other people's beliefs and preferences. Students are required continuously to consider other people's situations and opinions and reflect this within their work. As a result of this, students develop a greater understanding of diversity within society, learning about social groups and issues that they may not experience on a day to day basis.

	<p>Moral education in Sociology involves pupils expressing their own response to moral issues within society, for example, responding to moral issues referring to the labeling of ethnic minorities and its implications within the education and criminal justice system. Sociology also explores the inequality that exists within society and the causes for this including the impact of capitalism and patriarchy on individuals and social groups. Looking at these topics allows students to fully understand the inequality and oppression that certain social groups experience. Students are encouraged to consider these issues from societal perspective in order to understand the numerous factors that lead to such inequalities.</p>
<p>Enrichment / futures</p>	<p>Enrichment - Students are encouraged to keep up to date with relevant documentaries, podcasts and wider reading throughout the course. The google classroom has a variety of links to Netflix documentaries, sociological articles, the sociology review and youtube videos. We often run additional support sessions for students especially near the time of the exam to support essay writing skills. Teaching is changed annually to reflect current issues/ contemporary events, and apply to real world applications in society.</p> <p>Futures in the subject are discussed when appropriate and teaching specific topics, this is both directly and indirectly. Career options are displayed in the department. Core skills are developed to support the transition to the world of work including: Independent research skills ; Group work and ability to work independently; Communication and Cooperation and problem solving skills.</p> <p>Careers: https://www.britsoc.co.uk/what-is-sociology/sociologist-careers/</p> <p>Overview of A - Level podcast https://www.aqa.org.uk/resources/sociology/as-and-a-level/sociology/teach/teaching-guide-an-overview-of-the-new-as-and-a-level-sociology-specifications-podcast</p> <p>Textbooks approved https://www.aqa.org.uk/resources/sociology/as-and-a-level/sociology/teach/textbooks</p> <p>Contemporary sources on all topic areas https://www.aqa.org.uk/resources/sociology/as-and-a-level/sociology/teach/contemporary-sources-for-teachers</p> <p>Range of resources for all topics https://filestore.aqa.org.uk/resources/sociology/AQA-7191-7192-RL.PDF Assessment criteria including 10 mark a webinar https://www.aqa.org.uk/resources/sociology/as-and-a-level/sociology/teach/webinar-progressing-through-as-sociology</p> <p>Podcast on interpretivism and positivism https://filestore.aqa.org.uk/resources/sociology/AQA-7191-7192-POD3-SW.MP3</p> <p>Globalisation https://www.aqa.org.uk/resources/sociology/as-and-a-level/sociology/teach/teaching-guide-globalisation-in-sociology-podcast</p>