

**Curriculum Map Sociology Year 12**

|  |          |          |          |          |          |          |
|--|----------|----------|----------|----------|----------|----------|
|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--|----------|----------|----------|----------|----------|----------|

|  |  |   |  |  |   |  |
|--|--|---|--|--|---|--|
| <p><b>Content</b><br/><i>Descriptive/propositional knowledge</i><br/><i>'knowing that'</i></p> | <p><b>What is Sociology?</b><br/><b>2 week induction into study skills and what makes a successful sociology student</b><br/>Students must study the following two core themes: socialisation, culture and identity; AND social differentiation, power and stratification throughout all units</p> <p>Know the following key concepts - Socialisation, culture and identity, norms and values, social differentiation, power and stratification, How sociologists explain human behaviour and how they are different from other disciplines.</p> <p>For both topics on family and education we begin to look at sociological theories, perspectives and methods as an integral part of the course. The central focus of study in this specification should be on UK society today, with consideration given to comparative dimensions where relevant, including the siting of UK society within its globalised context</p> <p><b>Education</b><br/><b>The role and functions of the education system, including its relationship to the economy and to class structure.</b><br/>Functionalist and New Right explanations of the role and functions of the education system, eg in relation to social solidarity, skills teaching, meritocracy, selection and role allocation.<br/><i>Durkheim, Parsons, Davis &amp; Moore, Chubb &amp; Moe</i></p> <p><b>Marxist explanations of the role and functions of the education system,</b></p> | <p><b>Education</b><br/>Different sociological explanations of social class differences in educational achievement in relation to external factors (outside the education system), eg cultural deprivation, material deprivation and cultural capital.<br/><i>J.W.B. Douglas, Bernstein, Bourdieu</i></p> <p>Different sociological explanations of gender differences in educational achievement in relation to external factors, eg changes in the family and labour market affecting women and men and the influence of feminist ideas.<br/><i>Sharpe, McRobbie, Francis</i></p> <p>Different sociological explanations of ethnic differences in educational achievement in relation to external factors, eg cultural deprivation, material deprivation and racism in wider society.<br/><i>Bereiter &amp; Engelmann, Evans, Lupton</i></p> <p>Different sociological explanations of social class differences in educational achievement in relation to internal factors and processes within schools, eg teacher labelling, the self-fulfilling prophecy, pupil subcultures and pupils' class identities.<br/><i>Becker, Lacey, Ball</i></p> <p>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</p> | <p><b>Education</b><br/>The significance of educational policies, including policies of selection, marketisation and privatisation, and policies to achieve greater equality of opportunity or outcome, for an understanding of the structure, role, impact and experience of and access to education; the impact of globalisation on educational policy</p> <p>The impact of educational policies of selection, marketisation and privatisation, such as the tripartite system and the post-1988 education system, in relation to educational standards and class differences of outcome; the globalisation of educational policy.<br/><i>Ball, Whitty, David</i></p> <p>The impact of educational policies aimed at achieving greater equality of opportunity or outcome, eg the comprehensive system, compensatory education policies, education action zones and tuition fees.<br/><i>Douglas, Keddie, Ball</i></p> <p>Education policies in relation to gender and ethnic differences and their impact, eg GIST, WISE and multicultural education.<br/><i>Francis, Sewell, Mirza</i></p> <p>Different sociological explanations of the impact of educational policies, eg in relation to parentocracy and</p> | <p><b>Research methods &amp; Methods in context</b><br/><b>Primary methods of data collection:</b> questionnaires, interviews, observation and experiments; the main variants of each, eg structured and unstructured interviews, participant and non-participant observation, laboratory and field experiments.</p> <p><b>Secondary sources of data:</b> documents, official statistics; different types of document, eg personal, public and historical; different sources of official statistics.</p> <p><b>Practical, ethical and theoretical factors influencing choice of research topic, eg personal experience and policy concerns.</b></p> <p>The relationship between positivism, interpretivism and sociological methods; the nature of 'social facts'</p> <p>Students must be able to apply sociological research methods to the study of education</p> <p><b>The application of the range of primary and secondary methods and sources of data to the particular topics studied in education, with specific</b></p> | <p><b>Theoretical perspectives &amp; Methods</b><br/>Students to study research methods and sociological theory. This includes: practical, ethical and theoretical issues, how theory and methods link</p> <p>Review sampling, interviews, questionnaires, observations, documents, statistics and experiments</p> <p><i>* Mock exams can disrupt usual SOW</i></p> | <p><b>Theoretical perspectives &amp; Methods</b><br/>The difference between consensus and conflict theories of society, including consensus theories such as functionalism, the New Right, and</p> <p><b>Methods</b><br/>Quantitative and qualitative research methods. Positivism, interpretivism. The relationship between theoretical perspective and preference for particular research methods and sources of data, eg positivism and quantitative data, interpretivism and qualitative data.<br/><i>Durkheim, Atkinson, Jack Douglas</i></p> |
|--|--|---|--|--|---|--|

|   |   |  |  |  |  |
|---|---|--|--|--|--|
| <p>e.g. in relation to ideological state apparatuses, reproduction of social class inequality, legitimisation of social class inequality.<br/><i>Althusser, Bowles and Gintis, Willis</i></p> <p><b>Differential educational achievement of social groups by social class, gender and ethnicity in contemporary society</b><br/>Patterns and trends in differential educational achievement by social class, ethnicity and gender, eg in relation to GCSE results and official statistics on patterns</p> <p><b>Family</b><br/>The relationship of the family to the social structure and social change, with particular reference to the economy and to state policies</p> <p><b>Different sociological views on the functions and roles of the family, eg functionalist, feminist, Marxist, New Right and postmodernist, on the role of the family and its relationship to wider social structures such as the economy.</b><br/><i>Parsons, Murdock, Zaretsky, Engels, Althusser, Oakley, Delphy and Leonard</i></p> <p><b>An understanding of the trends in contemporary family and household structures, eg symmetrical family, beanpole families, matrifocal families, serial monogamy, lone-parent families, house husbands, living apart together, same sex couples etc</b></p> <p><b>Gender roles, domestic labour and power relationships within the family in contemporary society; Different sociological arguments and evidence</b></p> | <p><b>Different sociological explanations of gender differences in educational achievement in relation to internal factors, eg the curriculum, selection and marketisation, feminisation of education, pupil subcultures and gender identities.</b><br/><i>Kelly, Gorard, Weiner</i></p> <p><b>Patterns and trends in subject choice by gender. Different sociological explanations of gender differences in subject choice, eg in relation to subject image, teaching and learning styles and primary socialisation.</b><br/><i>Official statistics on patterns</i></p> <p><b>Different sociological explanations of ethnic differences in educational achievement in relation to internal factors, eg racist labelling, the self-fulfilling prophecy, pupil subcultural responses, ethnic identities, institutional racism and the ethnocentric curriculum.</b><br/><i>Gilborn &amp; Youdell, Coard, Moore &amp; Davenport</i></p> <p><b>Family</b></p> <p><b>The nature of childhood, and changes in the status of children in the family and society; How childhood is socially constructed; Different sociological views on the nature and experience of childhood; How childhood is experienced differently across gender, ethnicity and social class; Cross cultural differences and how the experience of childhood has changed historically.</b><br/><i>Pilcher, Aries, Wagg, Postman, Palmer,</i></p> | <p><b>differences in economic and cultural capital.</b><br/><i>Gewirtz, Gillborn &amp; Youdell, Bartlett</i></p> <p><b>Family</b><br/>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; Different sociological explanations for the reasons and significance of changing family trends; Including the significance of individual choice in personal relationships and the significance of relationships beyond the traditional family structures.<br/><i>Weeks, Chester, Stacey, May, Smart, Rapoport</i></p> <p><b>The impact of government legislation, eg divorce, adoption and same sex marriage, and policies, eg education, housing and welfare, on the family.</b><br/><i>Donzelot, Leonard, Murray, Chester, Giddens,</i></p> <p><b>Research methods &amp; Methods in context</b></p> <p>Types of research method and data sources: the differences between quantitative and qualitative data, and between primary and secondary sources of data; the strengths and limitations of each of these.</p> | <p><b>reference to the strengths and limitations of the different methods and sources of data in different educational contexts.</b></p> <p>Throughout, the unit students should be encouraged to use examples drawn from their own experience of small-scale research.</p> <p>Attention should be given to drawing out links with other topics studied in this specification.</p> |  |  |
|---|---|--|--|--|--|

|  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|
|  | <p>on this, including an understanding of the extent of changes and also diversity of experiences; Different aspects of relationships, eg domestic labour, childcare, domestic violence, finance, dual burden triple shift etc. <i>Duncombe and Marsden, Pahl, Dunne, Pahl and Vogler, Dobash and Dobash, Gershuny</i></p> | <p><i>Womack, McRobbie and Garber, Brannen, Howard, Aries, Donzelot</i></p> <p><b>Demographic trends in the United Kingdom since 1900: birth rates, death rates, family size, life expectancy, ageing population, and migration and globalisation; How these changes impact on family and households, and also wider society, including concepts such as net migration, infant mortality rate and fertility rate.</b></p> <p><i>McKeown, Hirsch, Townsend, The Griffiths report, Picher, Blaikie</i></p> | <p><b>Research design, eg in relation to pilot studies and sampling techniques; main stages of the research process in relation to these methods.</b></p> <p><b>Practical issues affecting choice of methods and sources, eg time, cost, access and researcher's characteristics; strengths and limitations of different methods and sources in relation to these issues</b></p> <p><b>Ethical issues affecting choice of methods and sources, eg informed consent, deceit and vulnerable groups; strengths and limitations of different methods and sources in relation to these issues.</b></p> <p><b>Theoretical issues affecting choice of methods and sources, eg reliability, validity, representativeness, positivism, interpretivism; strengths and limitations of different methods and sources in relation to these issues.</b></p> <p><b>The application of the range of primary and secondary methods and sources of data to the particular topics studied in education, with specific reference to the strengths and limitations of the different methods and sources of data in different educational contexts.</b></p> <p>Throughout, the unit students should be encouraged to use examples drawn from their own experience of small-scale</p> |  |  |  |
|--|--|--|--|--|--|--|

|  |   |   |  |  |  |  |
|--|---|---|--|--|--|--|
|  |   |   | <p>research.</p> <p>Students to study Research Methods and sources of data; this includes: practical, ethical and theoretical issues, sampling, interviews, questionnaires, observations (participant, non-participant, covert, overt), documents, official statistics and experiments.</p> <p>The theoretical, practical and ethical considerations influencing choice of topic, choice of method(s) and the conduct of research</p>  |  |  |  |
| <p><b>Skills Ability knowledge</b></p> <p><i>'knowing how'</i></p> | <p><b>A01:</b> Demonstrate and communicate knowledge and understanding of sociological theories, concepts and evidence, and sociological research methods.</p> <p><b>A02:</b> Apply sociological theories, concepts, evidence and research methods to a range of issues.</p> <p><b>A03:</b> Analyse and evaluate sociological theories, concepts, evidence and research methods in order to present arguments, make judgments and draw conclusions.</p> <p>Understanding what we mean by a sociological imagination and applying it to context</p> <p>The ability to look at society and gain appreciation of different societies historically and cross culturally</p> | <p><b>A01:</b> Demonstrate and communicate knowledge and understanding of sociological theories, concepts and evidence, and sociological research methods.</p> <p><b>A02:</b> Apply sociological theories, concepts, evidence and research methods to a range of issues.</p> <p><b>A03:</b> Analyse and evaluate sociological theories, concepts, evidence and research methods in order to present arguments, make judgments and draw conclusions.</p> <p>Evaluate the cause and effect of government policies on people's life chances and experience of schooling and family</p> <p>The ability to know how to evaluate competing perspectives in family and</p> | <p><b>A01:</b> Demonstrate and communicate knowledge and understanding of sociological theories, concepts and evidence, and sociological research methods.</p> <p><b>A02:</b> Apply sociological theories, concepts, evidence and research methods to a range of issues.</p> <p><b>A03:</b> Analyse and evaluate sociological theories, concepts, evidence and research methods in order to present arguments, make judgments and draw conclusions.</p> <p>The ability to memorise the strengths and limitations of each method</p> <p>Link the methods to either positivism or interpretivism</p> | <p><b>A01:</b> Demonstrate and communicate knowledge and understanding of sociological theories, concepts and evidence, and sociological research methods.</p> <p><b>A02:</b> Apply sociological theories, concepts, evidence and research methods to a range of issues.</p> <p><b>A03:</b> Analyse and evaluate sociological theories, concepts, evidence and research methods in order to present arguments, make judgments and draw conclusions.</p> <p>The ability to memorise the strengths and limitations of each method and apply to positivism / interpretivism</p> | <p><b>A01:</b> Demonstrate and communicate knowledge and understanding of sociological theories, concepts and evidence, and sociological research methods.</p> <p><b>A02:</b> Apply sociological theories, concepts, evidence and research methods to a range of issues.</p> <p><b>A03:</b> Analyse and evaluate sociological theories, concepts, evidence and research methods in order to present arguments, make judgments and draw conclusions.</p> <p>To understand the chronological timeline of</p> | <p><b>A01:</b> Demonstrate and communicate knowledge and understanding of sociological theories, concepts and evidence, and sociological research methods.</p> <p><b>A02:</b> Apply sociological theories, concepts, evidence and research methods to a range of issues.</p> <p><b>A03:</b> Analyse and evaluate sociological theories, concepts, evidence and research methods in order to present arguments, make judgments and draw conclusions.</p> <p>To understand the chronological timeline of sociology and the methodological location</p> |

|                             |  |   |  |  |  |   |
|-----------------------------|--|---|--|--|--|---|
|                             | <p>Be critical and evaluative in how they view British society</p> <p>Ability to look at their own lives and experiences sociologically</p> <p>The ability to apply concepts and find examples in modern Britain and criticise them</p> <p>To be able to explain cause and effect of people and groups and institutional behaviour</p> <p>To explain how society is interlinked between institutions and people behaviour</p> <p>To look at patterns of behaviour and see society from various perspectives</p> <p>To be able to have the skills to evaluate theories and concepts</p> | <p>education across all topics and make synoptic links</p> <p>To draw complex conclusions around debates on the family and in education</p> <p>To know and understand social facts and trends within family and education</p> <p>To be able to evaluate and analyse a variety of quantitative and qualitative sources</p> <p>To be able to evaluate the importance and significance of various factors in education and the family</p> <p>Memorise key theories, concepts and strengths and limitations of competing theories</p>   | <p>The ability to understand how sociologists conduct their research and what factors influence choice of topic and methodological design</p> <p>Knowing how to apply a method to a sociological investigation on education and how they need to think of the context and the research characteristics of the stakeholder involved</p> | <p>The ability to understand how sociologists conduct their research and what factors influence choice of topic and methodological design</p> <p>Knowing how to apply a method to a sociological investigation on education and how they need to think of the context and the research characteristics of the stakeholder involved</p> | <p>sociology and the methodological location</p> <p>The skills to sophisticatedly outline and explain a range of theories and analyse, compare the similarities and differences and evaluate them in light of the modern world within Britain and the UK</p>   | <p>The skills to sophisticatedly outline and explain a range of theories and analyse, compare the similarities and differences and evaluate them in light of the modern world within Britain and the UK</p> <p>To be able to debate sociology is a science</p>  |
| <p><b>Key Questions</b></p> | <p><b>What is Sociology? - Transition work</b></p> <p>What is sociology?</p> <p>What is the importance of culture and socialisation for explaining human behaviour</p> <p>What is the difference between structural and action views of society, and between consensus and conflict views</p> <p>What are the differences between traditional, modern and a postmodern society?</p> <p><b>Education</b></p> <p>What is the role and functions of the education system, including its relationship to the economy and to class structure?</p>   | <p><b>Education</b></p> <p>What are the 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?</p> <p>What is the significance of educational policies, including policies of selection, marketisation and privatisation, and policies to achieve greater equality of opportunity or outcome, for an understanding of the structure, role, impact and experience of and access to education; the impact of globalisation on educational policy?</p> <p><b>Families</b></p> | <p><b>Methods</b></p> <p>How do I answer a MIC question?</p> <p>What do we mean by research Characteristics?</p> <p>What is context?</p> <p>What are the strengths and limitations of each method?</p> <p>Which perspective prefers which method and which type of data?</p> <p>What factors affect choice of method and topic?</p>    | <p><b>Methods</b></p> <p>How do I answer a MIC question?</p> <p>What do we mean by research Characteristics?</p> <p>What is context?</p> <p>What are the strengths and limitations of each method?</p> <p>Which perspective prefers which method and which type of data?</p> <p>What factors affect choice of method and topic?</p>    | <p><b>Theory and methods</b></p> <p>What are the main characteristics of each theory and how do theories subdivide into others e.g new right form functionalism</p> <p>What are the practical advantages and issues of using the following methods in sociological research: Interviews, questionnaires, experiments, official statistics, observations, documents?</p> <p>What are the ethical advantages and issues of using the following methods in sociological research:</p> | <p><b>Theory and methods</b></p> <p>How is Functionalism relevant today? How useful is Functionalist theory to our understanding of society? How can we see its strengths and weaknesses?</p> <p>What quantitative methods are available for sociologists to use? What are the practical, ethical and theoretical considerations of these methods in sociological research?</p> <p>What qualitative methods are available for sociologists to</p> |

|                   |   |   |  |  |  |  |
|-------------------|---|---|--|--|--|--|
|                   | <p>What are the differential educational achievement of social groups by social class, gender and ethnicity in contemporary society?</p> <p><b>Families</b><br/>How do Functionalists, Feminists, Marxists and the New Right differ in their views on the role of the family?</p> <p>What are Gender roles, domestic labour and power relationships within the family in contemporary society</p> <p>What is the nature of childhood, and changes in the status of children in the family and society?</p> <p>What are the demographic trends in the United Kingdom since 1900: birth rates, death rates, family size, life expectancy, ageing population, and migration and globalisation?</p> | <p>What are the 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</p> <p>What is the relationship of the family to the social structure and social change, with particular reference to the economy and to state policies?</p>  |  |  | <p>Interviews, questionnaires, experiments, official statistics, observations, documents?</p> <p>What are the theoretical advantages and issues of using the following methods in sociological research:<br/>Interviews, questionnaires, experiments, official statistics, observations, documents?</p>  | <p>use? What are the practical, ethical and theoretical considerations of these methods in sociological research?</p>  |
| <b>Assessment</b> | <p>End of unit assessments.</p> <p><b>What is Sociology</b><br/>Induction work<br/>Quick check questions on each topic</p> <p><u>Paper one: Education with methods in context</u></p> <p>Question types include:<br/>- Short answer questions on Education (4 marks, 6 marks)<br/>- One item based question on Education (10 marks)<br/>- One item based question on Education (30 marks)<br/>- One Methods in Context question linked to an item (20 marks)<br/>- One free standing essay question</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><u>Paper one: Education with methods in context</u></p> <p>Question types include:<br/>- Short answer questions on Education (4 marks, 6 marks)<br/>- One item based question on Education (10 marks)<br/>- One item based question on Education (30 marks)</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><u>Paper one: Education with methods in context</u></p> <p>Question types include:<br/>- Short answer questions on Education (4 marks, 6 marks)<br/>- One item based question on Education (10 marks)<br/>- One item based question on</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 20 mark method in context question which appears in paper 1.</p> <p><u>Paper one: Education with methods in context</u></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>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>relating to Theory and Methods (10 marks)</p> <p><b>Paper two: Topics in Sociology- Family</b><br/>Question types are the same for both Section A and Section B. They include:</p> <ul style="list-style-type: none"> <li>- One freestanding essay question (10 marks)</li> <li>- One item based question (10 marks)</li> <li>- One item based extended writing question (20 marks)</li> </ul>  | <ul style="list-style-type: none"> <li>- One Methods in Context question linked to an item (20 marks)</li> <li>- One free standing essay question relating to Theory and Methods (10 marks)</li> </ul> <p><b>Paper two: Topics in Sociology- Family</b><br/>Question types are the same for both Section A and Section B. They include:</p> <ul style="list-style-type: none"> <li>- One freestanding essay question (10 marks)</li> <li>- One item based question (10 marks)</li> <li>- One item based extended writing question (20 marks)</li> </ul> | <p>Education (30 marks)</p> <ul style="list-style-type: none"> <li>- One Methods in Context question linked to an item (20 marks)</li> <li>- One free standing essay question relating to Theory and Methods (10 marks)</li> </ul> <p><b>Paper two: Topics in Sociology- Family</b><br/>Question types are the same for both Section A and Section B. They include:</p> <ul style="list-style-type: none"> <li>- One freestanding essay question (10 marks)</li> <li>- One item based question (10 marks)</li> <li>- One item based extended writing question (20 marks)</li> </ul> | <p>Question types include:</p> <ul style="list-style-type: none"> <li>- Short answer questions on Education (4 marks, 6 marks)</li> <li>- One item based question on Education (10 marks)</li> <li>- One item based question on Education (30 marks)</li> <li>- One Methods in Context question linked to an item (20 marks)</li> <li>- One free standing essay question relating to Theory and Methods (10 marks)</li> </ul> | <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>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>Literacy/ Numeracy / SMSC/ Character</p> | <p><b>Literacy:</b> 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.</p> <p><b>Numeracy:</b> Analysing statistics e.g. educational differences by gender etc; demographic trends e.g. birth and death rates</p> <p><b>Spiritual:</b> 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</p> <p><b>Moral:</b> 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.</p> <p><b>Social:</b> 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.</p> |   |   |   |   |   |



|                            |  |
|----------------------------|--|
|                            | <p>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.</p> <p>Organising extra-curricular activities which support learning e.g. trips and Criminology Conference.</p> <p><b>Cultural:</b> 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.</p>   |
| <p>Enrichment /Futures</p> | <p><b>Enrichment</b> - 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><b>Futures</b> 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: <a href="https://www.britisoc.co.uk/what-is-sociology/sociologist-careers/">https://www.britisoc.co.uk/what-is-sociology/sociologist-careers/</a></p> <p>Overview of A - Level podcast<br/><a href="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">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</a></p> <p>Textbooks approved<br/><a href="https://www.aqa.org.uk/resources/sociology/as-and-a-level/sociology/teach/textbooks">https://www.aqa.org.uk/resources/sociology/as-and-a-level/sociology/teach/textbooks</a></p> <p>Family - Sociology of personal life<br/><a href="https://www.aqa.org.uk/resources/sociology/as-and-a-level/sociology/teach/teaching-guide-the-sociology-of-personal-life-podcast">https://www.aqa.org.uk/resources/sociology/as-and-a-level/sociology/teach/teaching-guide-the-sociology-of-personal-life-podcast</a></p> <p>Contemporary sources on all topic areas<br/><a href="https://www.aqa.org.uk/resources/sociology/as-and-a-level/sociology/teach/contemporary-sources-for-teachers">https://www.aqa.org.uk/resources/sociology/as-and-a-level/sociology/teach/contemporary-sources-for-teachers</a></p> <p>Range of resources for all topics<br/><a href="https://filestore.aqa.org.uk/resources/sociology/AQA-7191-7192-RL.PDF">https://filestore.aqa.org.uk/resources/sociology/AQA-7191-7192-RL.PDF</a></p> <p>Assessment criteria including 10 mark a webinar<br/><a href="https://www.aqa.org.uk/resources/sociology/as-and-a-level/sociology/teach/webinar-progressing-through-as-sociology">https://www.aqa.org.uk/resources/sociology/as-and-a-level/sociology/teach/webinar-progressing-through-as-sociology</a></p> <p>Podcast on interpretivism and positivism<br/><a href="https://filestore.aqa.org.uk/resources/sociology/AQA-7191-7192-POD3-SW.MP3">https://filestore.aqa.org.uk/resources/sociology/AQA-7191-7192-POD3-SW.MP3</a></p> <p>Globalisation<br/><a href="https://www.aqa.org.uk/resources/sociology/as-and-a-level/sociology/teach/teaching-guide-globalisation-in-sociology-podcast">https://www.aqa.org.uk/resources/sociology/as-and-a-level/sociology/teach/teaching-guide-globalisation-in-sociology-podcast</a></p> |

|  | Autumn 1  | Autumn 2   | Spring 1  | Spring 2   | Summer 1                  | Summer 2     |
|--|---|--|---|--|---------------------------|--------------|
| <p>Content</p> <p><i>Descriptive/pr<br/>ositional<br/>knowledge</i></p> <p><i>'knowing that'</i></p> | <p><b>Theory and methods</b></p> <p><b>Marxism:</b><br/><b>Conflict theories, ie Marxism, Neo-Marxism</b><br/><i>Marx, Gramsci, Althusser, Durkheim, Parsons, Merton</i></p> <p><b>The difference between structural theories such as functionalism and Marxism</b></p> <p><b>Action theories; the main types of action theory, such as social action theory, symbolic interactionism and ethnomethodology.</b><br/><i>Weber, Mead, Blumer, Becker, Goffman, Garfinkel</i></p> <p><b>Feminism; the major variants of such theories, eg scientific and humanistic Marxism; liberal, radical, Marxist etc feminism</b></p> <p><b>The concepts of modernity and postmodernity, including variants such as late modernity, Modernist and postmodernist theories of contemporary society.</b><br/><i>Baudrillard, Giddens, Beck, Harvey</i></p> <p><b>The nature of science and the extent to which Sociology can be regarded as scientific</b><br/><i>Debates about the scientific status</i></p> | <p><b>Beliefs in Society</b></p> <p><b>Different theoretical views on the role and function of religion, eg functionalist, Marxist (including neo-Marxist), feminist and postmodernist.</b><br/><i>Durkheim, Parsons, Marx, El Sadaawi</i></p> <p><b>The relationship between social change and social stability, and religious beliefs, practices and organisations</b><br/><b>Sociological views on religion as a conservative force and, as a force for social change, for stability or conflict.</b><br/><i>Durkheim, Marx, Weber</i></p> <p><b>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</b></p> <p><b>Religious organisations, including cults, sects, denominations, churches and New Age movements, and their relationship to religious and spiritual belief and practice</b></p> | <p><b>Beliefs in Society</b></p> <p><b>Religion renewal and choice</b></p> <p><b>Global context of debate including fundamentalism and the growth of religion.</b></p> <p><b>Defining and measuring secularisation. The extent of belief and practice.</b><br/><i>Wilson, Glock and Stark, Davie</i></p> <p>Competing explanations and evidence for secularisation in terms of belief, practice and organisations.<br/><i>Bruce, Wilson, Weber</i></p> <p><b>Characteristics of different types of religious organisation, Explanations for growth or decline of different forms of religious organisation.</b><br/><i>Troeltsch, Wallis, Wilson, Weber, Barker</i></p> <p><b>The relationship between different social groups and religious/spiritual organisations and movements, beliefs and practices</b></p> | <p><b>Crime and Deviance</b></p> <p><b>Marxist and neo-Marxist explanations of crime, deviance, social order and social control, eg criminogenic capitalism, law making and critical criminology.</b><br/><i>Marx, Chambliss, Snider, Taylor, Walton &amp; Young</i></p> <p><b>Labelling theory of crime, deviance, social order and social control, eg the social construction of crime, the effects of labelling and deviance amplification.</b><br/><i>Becker, Cicourel, Lemert, S.Cohen, Braithwaite</i></p> <p><b>Right realist explanations of crime, deviance, social order and social control, eg the causes of crime and solutions to crime.</b><br/><i>Wilson, Murray, Wilson &amp; Kelling, Felson</i></p> <p><b>Left realist explanations of crime, deviance, social order and social control, eg relative</b></p> | <p>Revise all content</p> | <p>EXAMS</p> |

|   |  |  |   |  |  |  |
|---|--|--|---|--|--|--|
| <p><i>of sociology: positivist and interpretivist views. Durkheim, Weber, Glaser &amp; Strauss, Atkinson. Different views of the natural sciences, eg Popper, Kuhn, realism, and implications for sociology's scientific status. Popper, Kuhn, Keat &amp; Urry</i></p> <p><b>Concepts of objectivity, subjectivity, value freedom and ideology. Debates about subjectivity, objectivity and value freedom</b></p> <p><i>Comte, Durkheim, Marx, Weber, Becker, Gouldner</i></p> <p><b>The relationship between Sociology and social policy</b></p> <p>The difference between social problems and sociological problems; perspectives on social policy and on the role of sociology in relation to policy.</p> <p><i>Worsley, Comte, Durkheim, Marx, Murray</i></p> | <p><b>Ideology, science and religion, including both Christian and non-Christian religious traditions</b></p> <p><b>Science as a social construct. Issues in defining religion.</b></p> <p><i>Durkheim, Giddens, Berger</i></p> <p><b>Religion and science as belief systems and ideological influences.</b></p> <p><i>Bainbridge, Weber, Berger</i></p> | <p><b>Patterns of religiosity among different social groups, such as social class, ethnicity, gender and age.</b></p> <p><i>Weber, El Sadaawi, Davies.</i></p> <p>Explanations for changes in these patterns.</p> <p><i>Modood et al, Woodhead, Bruce</i></p> <p><b>The impact of social change on religious belief, practices and organisations.</b></p> <p><i>Wilson, Bruce, Wallis</i></p> <p><b>Crime and Deviance</b></p> <p><b>Crime, deviance, social order and social control</b></p> <p><b>Functionalist explanations of crime, deviance, social order and social control, eg positive functions of crime, adaptations to strain, types of subculture, differential association.</b></p> <p><i>Durkheim, Merton, A.K.Cohen, Cloward and Ohlin</i></p> <p><b>The social distribution of crime and deviance by gender, including recent patterns and trends and different</b></p> | <p><b>deprivation, subcultures and marginalisation.</b></p> <p><i>Young, Lea &amp; Young</i></p> <p><b>The social distribution of crime and deviance by ethnicity, gender and social class, including recent patterns and trends in crime</b></p> <p><b>The social distribution of crime and deviance by ethnicity, including recent patterns and trends and different explanations for these, eg ethnicity and criminality, racism and the criminal justice system and victimisation.</b></p> <p><i>Bowling and Phillips, Gilroy, Hall</i></p> <p><b>The social distribution of crime and deviance by social class, including recent patterns and trends and different explanations for these, eg selective law enforcement and white-collar crime.</b></p> <p><i>Marx, Lea &amp; Young, Pearce, Merton, Miller</i></p> <p><b>Globalisation and crime in contemporary society; the media and crime; green crime;</b></p> |  |  |  |
|---|--|--|---|--|--|--|

|  |  |  |   |   |  |  |
|--|--|--|---|---|--|--|
|  |  |  | <p><b>explanations for these, eg feminism, the chivalry thesis, sex role theory, social control and liberation thesis.</b><br/> <i>Pollak, Heidensohn, Carlen</i></p> | <p><b>human rights and state crimes; transnational organised crime, global criminal organisations, global capitalism and crimes of the powerful.</b><br/> <i>Castells, Held, Taylor, Hobbs &amp; Dunningham, Glenny</i></p> <p><b>The media and crime, eg media representations of crime, the media as a cause of crime and moral panics.</b><br/> <i>S.Cohen, Young, Jewkes, McRobbie &amp; Thornton</i></p> <p><b>Green crime, eg types of green crime and green criminology.</b><br/> <i>South, Beck, White</i></p> <p><b>Human rights and state crimes, eg war, genocide and torture, and human rights abuses.</b><br/> <i>McLaughlin, H &amp; J Schwendinger</i></p> <p><b>Crime control, surveillance, prevention and punishment, victims and the role of the CJS and other agencies eg crime prevention strategies, and sociological perspectives on punishment.</b></p> |  |  |
|--|--|--|---|---|--|--|

|   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|
|   |   |   |   | <p><i>Durkheim, Rusche &amp; Kirchheimer, Felson, Chaiken, Wilson &amp; Kelling</i></p> <p><b>Patterns of victimisation and explanations for these, eg positivist and critical victimology.</b></p> <p><i>Christie, Miers, Mawby &amp; Walklate, Tombs &amp; Whyte</i></p> <p><b>The role of the criminal justice system and other agencies, eg the role of police, courts and prisons.</b></p> <p><i>Foucault, Garland, S.Cohen</i></p>                |   |   |
| <p>Skills<br/><i>Ability</i><br/><i>knowledge</i></p> <p><i>'knowing how'</i></p> | <p><b>A01:</b> Demonstrate and communicate knowledge and understanding of sociological theories, concepts and evidence, and sociological research methods.</p> <p><b>A02:</b> Apply sociological theories, concepts, evidence and research methods to a range of issues.</p> <p><b>A03:</b> Analyse and evaluate sociological theories, concepts, evidence and research methods in order to present arguments, make judgments and draw conclusions.</p> | <p><b>A01:</b> Demonstrate and communicate knowledge and understanding of sociological theories, concepts and evidence, and sociological research methods.</p> <p><b>A02:</b> Apply sociological theories, concepts, evidence and research methods to a range of issues.</p> <p><b>A03:</b> Analyse and evaluate sociological theories, concepts, evidence and research methods in order to present arguments, make judgments and draw conclusions.</p> | <p><b>A01:</b> Demonstrate and communicate knowledge and understanding of sociological theories, concepts and evidence, and sociological research methods.</p> <p><b>A02:</b> Apply sociological theories, concepts, evidence and research methods to a range of issues.</p> <p><b>A03:</b> Analyse and evaluate sociological theories, concepts, evidence and research methods in order to present arguments, make judgments and draw conclusions.</p> | <p><b>A01:</b> Demonstrate and communicate knowledge and understanding of sociological theories, concepts and evidence, and sociological research methods.</p> <p><b>A02:</b> Apply sociological theories, concepts, evidence and research methods to a range of issues.</p> <p><b>A03:</b> Analyse and evaluate sociological theories, concepts, evidence and research methods in order to present arguments, make judgments and draw conclusions.</p> | <p><b>A01:</b> Demonstrate and communicate knowledge and understanding of sociological theories, concepts and evidence, and sociological research methods.</p> <p><b>A02:</b> Apply sociological theories, concepts, evidence and research methods to a range of issues.</p> <p><b>A03:</b> Analyse and evaluate sociological theories, concepts, evidence and research methods in order to present arguments, make judgments and draw conclusions.</p> | <p><b>A01:</b> Demonstrate and communicate knowledge and understanding of sociological theories, concepts and evidence, and sociological research methods.</p> <p><b>A02:</b> Apply sociological theories, concepts, evidence and research methods to a range of issues.</p> <p><b>A03:</b> Analyse and evaluate sociological theories, concepts, evidence and research methods in order to present arguments, make judgments and draw conclusions.</p> |

|                      |   |   |  |   |  |  |
|----------------------|---|---|--|---|--|--|
| <p>Key Questions</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?<br/>How useful is Marxist theory to our understanding of society?<br/>How can we see its strengths and weaknesses?</p> <p>How is Feminism relevant today?<br/>How useful is Feminist theory to our understanding of society?<br/>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 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>What are Religious organisations, including cults, sects, denominations, churches and New Age movements, and their relationship to religious and spiritual belief and practice</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>What is Crime, deviance, social order and social control?</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>What is Globalisation and crime in contemporary society; the media and crime; green crime; human rights and state crimes</p> <p>What is Crime control, surveillance, prevention and punishment, victims, and the role of the criminal justice system and other agencies?</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>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>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>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 to sit papers 1, 2 and 3 in the summer term.</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>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><u>Paper two: Topics in Sociology- Beliefs</u><br/> Question types are the same for both Section A and Section B.<br/> They include:<br/> - One freestanding essay question (10 marks)<br/> - One item based question (10 marks)<br/> - One item based extended writing question (20 marks)</p> | <p><u>Paper two: Topics in Sociology- Beliefs</u><br/> Question types are the same for both Section A and Section B.<br/> They include:<br/> - One freestanding essay question (10 marks)<br/> - One item based question (10 marks)<br/> - One item based extended writing question (20 marks)</p> <p><u>Paper three: Crime and Deviance with Theory and Methods</u><br/> Question types include:<br/> short answer questions on Crime (4 marks, 6 marks)<br/> one item based question on Crime (10 marks)<br/> one item based question on Crime (30 marks)<br/> one free standing question on Theory and Methods (10 marks)<br/> one item based question on Theory and Methods (20 marks)</p> | <p><u>Paper three: Crime and Deviance with Theory and Methods</u><br/> Question types include:<br/> short answer questions on Crime (4 marks, 6 marks)<br/> one item based question on Crime (10 marks)<br/> one item based question on Crime (30 marks)<br/> one free standing question on Theory and Methods (10 marks)<br/> one item based question on Theory and Methods (20 marks)</p> |  |  |
|--|---|--|--|---|--|--|

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.

**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.



Enrichment/Futures

**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 with essay writing skills. Teaching is changed annually to reflect current issues/ contemporary events, and apply to real world applications in society. In the Autumn term, we arrange a trip to take Y13 sociology students to the Old Bailey to observe the criminal justice system.

**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.

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>

Textbooks approved

<https://www.aqa.org.uk/resources/sociology/as-and-a-level/sociology/teach/textbooks>

Family - Sociology of personal life

<https://www.aqa.org.uk/resources/sociology/as-and-a-level/sociology/teach/teaching-guide-the-sociology-of-personal-life-podcast>

Contemporary sources on all topic areas

<https://www.aqa.org.uk/resources/sociology/as-and-a-level/sociology/teach/contemporary-sources-for-teachers>

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>

Podcast on interpretivism and positivism

<https://filestore.aqa.org.uk/resources/sociology/AQA-7191-7192-POD3-SW.MP3>

Globalisation

<https://www.aqa.org.uk/resources/sociology/as-and-a-level/sociology/teach/teaching-guide-globalisation-in-sociology-podcast>