



## Sociology Department – Curriculum Intent

KS5 Curriculum Intent - Sociology				
Subject: A Level Sociology		Head of Department: Mrs N Kinder		
Year 12		Year 13		
Teacher A		Teacher B		
Autumn Term	<p><b>Introduction to Sociological Theory:</b></p> <ul style="list-style-type: none"> <li>- Structure/Action;</li> <li>- Conflict/Consensus</li> <li>- Functionalism, Marxism, Feminism, Social Action Theory and Post Modernism</li> </ul> <p><i>This introductory unit aims to introduce students to the main sociological theories to help them understand the topics they are about to study.</i></p> <p><b>Education (Paper 1):</b>            Introduction to Education Unit (core concepts and themes)            The Role and Purpose of Education (Key theories)            Introduction to writing sociological essays</p> <p>Social Class and Differential Achievement - Internal and External Factors            Gender and Differential Achievement - Internal and External Factors <i>(with links back to Social Class)</i></p> <p><b>Career Links:</b>            Working in Education – Teaching and other roles within education (particular focus on primary schools teaching and lack of males in this sector – challenging stereotypes)            Education Welfare Officer</p>	<p><b>Introduction to Sociology:</b></p> <ul style="list-style-type: none"> <li>- Socialisation</li> <li>- Norms and Values</li> <li>- Nature/nurture</li> <li>- Social Class</li> </ul> <p><i>This introductory unit aims to introduce students to core terminology and issues that underpin the whole course.</i></p> <p><b>Families and Households (Paper 2):</b>            Introduction to Families and Households unit (core concepts and themes)            The role and function of the family (Key Theories)            Couples and Gender Roles <i>(links back to previous Feminist theory)</i>            Childhood <i>(covered at this stage due to many of the 10 markers linking other topics to this one)</i></p> <p><b>Career Links:</b>            Family Support Worker            Social Worker</p>	<p><b>Crime and Deviance (Paper 3):</b></p> <p>Contemporary Issues:            Globalisation            Green Crime <i>links back to Globalisation</i>            State Crime            Media and Crime <i>links to Media unit</i></p> <p>Theories of Crime:            Functionalist            Subcultural            Marxist  <i>Draws on knowledge of theories built up in Year 1 of course</i></p> <p><b>Career Links:</b>            Probation Officer, Criminologist</p>	<p><b>Media (Paper 2):</b></p> <p>Representations continued:            Ethnicity            Age            Class            Disability            Sexuality</p> <p>Ownership and Control  <i>Requires knowledge of theories built up in Year 1</i></p> <p><b>Career Links:</b>            Journalist, Editor</p>



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<b>Spring Term</b>	<p><b>Education:</b>            Ethnicity and Differential Achievement - Internal and External Factors (<i>with links back to Gender and Social Class</i>)            Social Policy in Education (<i>most difficult sub-topic so left until end of module</i>)            Subcultures (<i>requires links back to all other sub-topics</i>)</p> <p><b>Research Methods (Paper 1 and 3):</b>            Introduction to Research Methods (Quantitative and Qualitative data; Primary and Secondary Data; Positivism and Interpretivism)            Introduction to Methods in Context            Qualitative Research Methods:            Interviews plus Methods in Context</p> <p><i>We integrate the teaching of the Methods unit with Methods in Context so that students get more opportunity to practice their skills at these questions and lessons are less repetitive.</i></p> <p><b>Career Links:</b>            Social Research Market Research</p>	<p><b>Families and Households:</b>            Demography            Changing Family Patterns (<i>covered here to link back to Demography</i>)            Family Diversity (<i>with links back to Demography and Changing Family Patterns</i>)            Policy (<i>this is viewed as the hardest sub-topic and requires in depth sociological knowledge so left to the end</i>)</p> <p><b>Research Methods (Paper 1 and 3):</b>            Quantitative Research Methods - Questionnaires plus Methods in Context            Experiments plus Methods in Context</p> <p><b>Career Links:</b>            Government Social Researcher</p>	<p><b>Crime and Deviance:</b>            Theories of Crime continued:            Labelling            Realist Theories</p> <p>The Role of the Criminal Justice System – Punishment and Victims <i>This topic is taught at the end of the unit as draws on knowledge gained in other units.</i></p> <p><b>Career Links:</b>            Lawyer, Prison Officer (Trip to Shrews bury Prison) and other roles in the Criminal Justice System</p> <p><b>Theory and Methods: (Paper 1 and 3)</b>            Functionalism            Marxism            Feminism</p> <p><i>This is taught at the end so that students can apply their knowledge from across the course to help them understand the theories in greater depth.</i></p>	<p><b>Media:</b>            New Media (<i>with links back to Ownership</i>)            Selection and Presentation of News            Globalisation (with links back to Selection of News)            Audience Models</p> <p><b>Career Links:</b>            Journalist, Editor, Social Media Manager</p> <p><b>Theory and Methods:</b>            Social Action Theory            Sociology and Science            Value Freedom and Objectivity  <i>These debates are taught at the end to allow for examples form all other units to be incorporated.</i></p>
<b>Summer Term</b>	<p><b>Research Methods:</b>            Observations plus Methods in Context</p> <p><b>Introduction to A2 Sociology and Crime and Deviance (Paper 3):</b>            Introduction to Crime and Deviance            Gender and Crime            Ethnicity and Crime</p> <p><i>We start Year 2 content at this stage so that we have time at the end of the course to embed knowledge and make more synoptic links. We begin with the two</i></p>	<p><b>Research Methods:</b>            Quantitative and Qualitative Secondary Data plus Methods in Context</p> <p><b>Introduction to Media Unit (Paper 2):</b>            Gender representations in the media (<i>we start with this unit to capture student interest. It also enables work to be set over the summer to find evidence of representations in the things students watch</i>)  <i>We changed to this unit from Beliefs a number of years ago in response student</i></p>	<p><b>Theory and Methods continued...</b>            Post Modernism            Social Policy            Year 2 Research Methods – <i>all methods taught in Year one are covered in greater depth with a more developed link to theoretical issues.</i></p> <p><b>Career Links:</b>            Policy Officer</p> <p><b>Revision</b></p>	<p><b>Theory and Methods continued...</b>            Year 2 Research Methods – <i>all methods taught in Year one are covered in greater depth with a more developed link to theoretical issues.</i></p> <p><b>Revision</b></p>



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	<p><i>topics we feel best capture student interest and that are most accessible to them.</i></p> <p><b>Career Links:</b> Police Officer</p>	<p><i>voice activities. Media is much more accessible to all students and stimulates their interest more than the previous topic.</i></p> <p><b>Career Links:</b> Public Affairs Consultant</p>	
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**Curriculum Rationale:**

The aim of the Sociology Department is to inspire students to be curious about the world around them and foster the development of critical and reflective thinking with a respect for social diversity. We provide a curriculum of sociological study that equips students with the skills and knowledge they need to critically examine the contemporary society (both the UK and global) in which they live and question why it functions the way it does. The A Level has strong links to British values and SMSC as it teaches traditional British values as a core element of the course and students actively learn about democracy, individual liberty, rule of law and mutual respect within the topics studied.

Students will have opportunities to think deeply about important issues in society, giving them an appreciation for, and engagement with, the common and differing experiences of societies in the past and today. We want them to be critical thinkers with the ability to evaluate and analyse their own views as well as the views of others. Students will leave the course having developed a greater sense of tolerance and understanding of class, gender and ethnic diversity and how this affects society and the individuals within it. They will be able to question information in the modern world and oppose discrimination and prejudice. Ultimately, we endeavour to challenge all students to be the best they can become, encouraging them to make excellent academic progress and personal growth and develop a lifelong interest in social issues. We do this through structured class discussions, high level of teacher support and the use of interactive Kagan techniques to promote cooperation and communication that enables students to learn from each other as well as from their teachers.

The AQA specification was chosen as it was felt to be the best specification to address the aims above.

Core Themes = socialisation, culture and identity; and social differentiation, power and stratification.

The course content enables students to appreciate the significance of theoretical and conceptual issues in sociological debate. Staff experience in the relevant topic areas dictates who teaches each topic.

The combination of units on the AQA specification provides students with a range of cross-curricular links, including Geography, Psychology, History and Politics. Students learn about cultural capital as part of their first unit of study and they are encouraged to seek out knowledge and experience that enhances and adds to their learning. Students are consistently encouraged to be using the media to add to their knowledge of Sociology and find current, real-life examples of Sociology in the real world that could be used as examples and evidence in their written work. There is a display board in the Sociology classroom that showcases recent examples of Sociology in the news and students are encouraged to collect their own also.