

## Key Stage 5 Subject Timeline Year 12 and 13

Subject: **Sociology**

Exam Board: **AQA**

Year 12							
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Integral Elements: Perspectives in Sociology &amp; Core themes</b></p> <p>As stated by AQA perspectives in sociology, as well as theories and methods classes as an integral element, and therefore is a key focus throughout the two years and runs concurrently throughout all topics covered.</p> <p>Core themes Students must study the following two core themes: • socialisation, culture and identity • social differentiation, power and stratification. The themes should be understood and applied to particular substantive areas of Sociology. These themes are to be interpreted broadly as threads running through many areas of social life and should not therefore be regarded as discrete topics. In addition, students must understand the significance of conflict and consensus theories</p>							
<b>Topics</b>	<p><b>Perspectives in Sociology</b></p> <ul style="list-style-type: none"> <li>• Functionalism</li> <li>• Feminism</li> <li>• Marxism</li> <li>• Post-modernism</li> </ul> <p><b>4.2.2 Families and Households</b> Students are expected to be familiar with sociological explanations of the following content:</p> <ul style="list-style-type: none"> <li>• Family diversity</li> <li>• Families &amp; Social policies</li> </ul>	<p><b>4.2.2 Families and Households</b> Students are expected to be familiar with sociological explanations of the following content:</p> <ul style="list-style-type: none"> <li>• Changing family patterns</li> <li>• Demography</li> <li>• Theories of the family</li> <li>• Childhood</li> <li>• Couples</li> </ul>	<p><b>4.1.1 Education</b> Students are expected to be familiar with sociological explanations of the following content:</p> <ul style="list-style-type: none"> <li>• The role of education</li> <li>• Class &amp; achievement</li> <li>• Ethnicity &amp; achievement</li> <li>• Gender &amp; achievement</li> <li>• Sociological theories of education</li> </ul>	<p><b>4.1.1 Education</b> Students are expected to be familiar with sociological explanations of the following content:</p> <ul style="list-style-type: none"> <li>• Government policy</li> <li>• Student processes in school</li> </ul> <p>Student- subculture</p>	<p><b>4.1.3 Theory and Methods</b> Students must examine the following areas:</p> <ul style="list-style-type: none"> <li>• Choosing a research method</li> <li>• Experiments</li> <li>• Questionnaires</li> <li>• Interviews</li> <li>• Observations</li> <li>• Official Statistics</li> <li>• Documents</li> <li>• Education as a research method</li> <li>• Interpretivism</li> <li>• Positivism</li> <li>• Case Studies</li> </ul>	<p><b>Consolidation and revision of the year's learning in preparation for end of year exams.</b></p> <ul style="list-style-type: none"> <li>• Knowledge organisers</li> <li>• Exam practice</li> <li>• Revision &amp; consolidation</li> </ul>	
<b>Key skills and Concepts</b>	<p>Application of theoretical perspectives</p> <p>Critical thinking</p> <p>Analysis &amp; Evaluation</p> <p>Critical enquiry &amp; debate</p> <p>Evaluation &amp; interpretation</p> <p>Making judgements</p> <p>Data analysis &amp; inference</p> <p>strengths &amp; weaknesses</p> <p>Relevant importance (1*)</p>	<p>Understand Social Dynamics, Contexts &amp; Consequences</p> <p>Global &amp; Multicultural Competency</p> <p>Written &amp; oral communication</p> <p>Plus all from 1*</p>	<p>Understand Social Dynamics, Contexts &amp; Consequences</p> <p>Global &amp; Multicultural Competency</p> <p>Written &amp; oral communication</p> <p>Plus all from 1*</p>	<p>Understand Social Dynamics, Contexts &amp; Consequences</p> <p>Global &amp; Multicultural Competency</p> <p>Plus all from 1*</p>	<p>Research &amp; research design</p> <p>Qualitative &amp; quantitative data analysis and evaluation</p> <p>Critical thinking</p> <p>Making judgment</p> <p>Plus all from 1*</p>	<p>Plus all from 1*, 2, 3, 4, 5</p>	

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<b>Endpoints</b>	End of unit exam practice Walk & Talk exam practice Paper 2: Family and Households PPE #1	End of units exam practice	End of unit exam practice	End of unit exam practice Walk & Talk Mock Paper 1 Education	End of Unit exam practice Walk & Talk Mock Paper 1 Education with MiC	Walk & Talk Mock Paper 1 & 2 End of Year exams
<b>Assessment</b>	AO1 Knowledge & understanding AO2 Application AO3 Analysis & evaluation 10 marks with an item 10 marks without an item 20 marks with an item	10 marks with an item 10 marks without an item 20 marks with an item AO1, AO2, AO3	4 & 6 markers 30 marks with an item  10 marks with an item 10 marks without an item AO1, AO2, AO3	4 & 6 markers 30 marks with an item  10 marks with an item 10 marks without an item AO1, AO2, AO3	10 marker with an item 20 marker with an item AO1, AO2, AO3	End of Year exams Paper 1: Education with MiC Paper 2: Family and Households (1 hour) AO1, AO2, AO3

Year 13						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topics</b>	<b>4.3.1 Crime Deviance</b> Students are expected to be familiar with sociological explanations of the following content: <ul style="list-style-type: none"> <li>• Functionalism</li> <li>• Strain Theory</li> <li>• Subcultural theory</li> <li>• Interactionism</li> <li>• Labelling theory</li> <li>• Class, power &amp; crime</li> </ul>	<b>4.3.1 Crime Deviance</b> Students are expected to be familiar with sociological explanations of the following content: <ul style="list-style-type: none"> <li>• Realist theories</li> <li>• Gender, crime &amp; justice</li> <li>• Ethnicity &amp; crime</li> <li>• Crime &amp; the media</li> <li>• Human Rights</li> <li>• State crime</li> <li>• Green Crime</li> <li>• Control &amp; punishment</li> </ul>	<b>4.1.3 Theory and Methods</b> Students must examine the following areas: <ul style="list-style-type: none"> <li>• Feminist theory</li> <li>• Marxism</li> <li>• Functionalism</li> <li>• Objectivity &amp; values</li> <li>• Science V sociology</li> <li>• Action theory</li> <li>• Globalisation, modernity and postmodernity</li> <li>• Sociology &amp; social Policy</li> </ul>	<b>4.2.5 Beliefs in Society</b> Students must examine the following areas: <ul style="list-style-type: none"> <li>• Science &amp; Religion</li> <li>• Religious Organisations</li> <li>• Secularisation</li> <li>• Religion &amp; social change</li> <li>• Gender &amp; religion</li> <li>• Religion as a conservative force</li> <li>• Age &amp; religion</li> <li>• Ethnicity &amp; religion</li> <li>• Social class &amp; religion</li> <li>• Globalisation &amp; religion</li> <li>• Sociological perspectives</li> </ul>	<b>Consolidation and revision of the year's learning in preparation for end of year exams.</b> <ul style="list-style-type: none"> <li>• Knowledge organisers</li> <li>• Exam practice</li> </ul> Revision & consolidation	Terminal Exams

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<b>Key skills and Concepts</b>	<p><i>Application of theoretical perspectives</i>  <i>Critical thinking</i>  <i>Analysis &amp; Evaluation</i>  <i>Critical enquiry &amp; debate</i>  <i>Evaluation &amp; interpretation</i>  <i>Making judgements</i>  <i>Data analysis &amp; inference</i>  <i>strengths &amp; weaknesses</i>  <i>Relevant importance (#1)</i>  <i>Understand Social Dynamics, Contexts &amp; Consequences</i>  <i>Global &amp; Multicultural</i>  <i>Competency</i>  <i>Written &amp; oral communication</i></p>	<p><i>Understand Social Dynamics, Contexts &amp; Consequences</i>  <i>Global &amp; Multicultural</i>  <i>Competency</i>  <i>Written &amp; oral communication</i>  <b>Plus all from #1</b></p>	<p><i>Understand Social Dynamics, Contexts &amp; Consequences</i>  <i>Global &amp; Multicultural</i>  <i>Competency</i>  <i>Written &amp; oral communication</i>  <i>Research &amp; research design</i>  <i>Qualitative &amp; quantitative data analysis and evaluation of research theory &amp; methods</i>  <i>Critical thinking</i>  <i>Making judgment</i>  <b>Plus all from #1</b></p>	<p><i>Understand Social Dynamics, Contexts &amp; Consequences</i>  <i>Global &amp; Multicultural</i>  <i>Competency</i>  <i>Written &amp; oral communication</i>  <b>Plus all from #1</b></p>	<p><i>All skills and concepts noted are reviewed and consolidated.</i></p>	
<b>Endpoints</b>	<p><i>End of unit exam practice</i>  <i>Walk &amp; Talk Mock – Paper 3</i>  <i>Crime and Deviance</i>  <i>PPE</i></p>	<p><i>End of unit exam practice</i>  <i>Walk &amp; Talk Mock – Paper 3</i>  <i>Crime and Deviance</i></p>	<p><i>End of unit practice</i>  <i>Walk &amp; Talk Mock – Paper 3:</i>  <i>Theory &amp; Methods</i></p>	<p><i>End of unit practice</i>  <i>Walk &amp; Talk Mock Paper 2:</i>  <i>Beliefs in Society</i></p>	<p><i>Exam practice, assess, review and do</i></p>	
<b>Assessment</b>	<p><i>4 &amp; 6 markers</i>  <i>30 marks with an item</i>    <i>10 marks with an item</i>  <i>10 marks without an item</i>  <i>AO1, AO2, AO3</i></p>	<p><i>4 &amp; 6 markers</i>  <i>30 marks with an item</i>    <i>10 marks with an item</i>  <i>10 marks without an item</i>  <i>AO1, AO2, AO3</i></p>	<p><i>10 marks without an item</i>  <i>20 marks with an item</i>  <i>AO1, AO2, AO3</i></p>	<p><i>10 marks with an item</i>  <i>10 marks without an item</i>  <i>20 marks with an item</i>  <i>AO1, AO2, AO3</i></p>	<p><i>AO1, 2, 3</i>  <i>All question types practiced and assessed.</i></p>	

<b>Intent</b>	<p>To design and implement an engaging and stimulating curriculum that endeavours to create curious and critically thinking young sociologists. This curriculum is designed to enable students to critically evaluate the world around them and to gain an appreciation of society and how it functions. Students will use a wide range of skills and understanding of sociological perspectives to explore the views of key sociologists both modern and historic.</p>
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<b>Implementation</b>	Students are taught on five hours a week and follow the AQA A level Specification. Students are presented with the 'bigger' picture through a comprehensive course reference guide and learning journey as well as folder dividers and PLCs that continually reinforce the structure of the course as well as exams and what they 'look' like. There is a key focus on consolidation of knowledge which is built into the curriculum that allows students to continually assess, review and do as well as have autonomy over their own learning.
<b>Impact</b>	Students will be able to use the knowledge they learn from the course to and apply it to the real world regardless of whether they choose to continue with Sociology at higher levels. It equips students with a wide range of skills that are applicable to all areas of life. Students will be able to demonstrate resilience, independence and critical enquiry and be able to communicate their ideas effectively.