

Curriculum Overview Year 2

Sociology Intent

It is our intention to offer an engaging and effective introduction to Sociology. To teach the fundamentals of the subject and to develop and nurture their skills, preparing them for university and employment.

All staff aim to develop a passion and enthusiasm of the subject within each student. We encourage the students to have an open mind, view the world from others' perspectives and consider the impact of different social experiences on individual's lives. We aim to foster mutual respect, celebrate diversity and make students aware of various challenges facing different social groups.

We promote a greater awareness of contemporary society in a globalised world, with a consideration of past policies and laws, society today and issues faced today across the world. We aim to foster the development of critical and reflective thinking with a respect for social diversity, through research and theoretical thinking. We encourage students to consider some challenging issues within a safe space.

We aim to provide an awareness of the importance of social structure and social action in explaining a range of social issues from single parenthood to the impact of material deprivation on academic outcomes. Students are encouraged to develop their own sociological awareness through active engagement of sociological research and theory alongside contemporary social issues within the world today.

Our intention is to equip students with the knowledge and a critical understanding of contemporary social processes and social changes, enabling students to focus on their own personal identity, their roles within society and their responsibilities within society and develop a lifelong interest in social issues.

We are committed to preparing students for their final exams from lesson one. Exam structure is explicitly taught, alongside revision techniques. Students are taught how to hold effective discussions, listen to others and learn from one another. Students are supported in their note taking and closely monitored. Students are encouraged to engage in active learning, challenge themselves, share their real-life experiences, engage in contemporary news stories and watch documentaries, all with the intent to develop their love for learning and understanding of sociology.

Sociology Implementation

Our course is based on the AQA specification for Sociology. This qualification offers an engaging and effective introduction to Sociology. Through this course, students will learn the fundamentals of the subject and develop skills valued by higher education, preparing them for university and employers, preparing them for jobs requiring critical analysis, independent thinking and research. Throughout the course, students must cover key themes;

Core Themes;

- Education; the roles and functions of the education system, differential achievements by social groups, relationships and processes within schools, and the significance of educational policies.
- Methods in Context; applying sociological research methods to the study of education.

- Theory and Methods; examination of qualitative and quantitative research methods, sources of data, the relationship between positivism and interpretivism, the practical, ethical and theoretical issues applying to choice of method, consensus, conflict and social action theories, the nature of science and social policy.
- Topics in Sociology: Families and Households; the relationship of the family to the social structure, changing family patterns, gender roles, and the nature of childhood. As well as Beliefs in Society; consideration of the ideology of religion and science, religious organisations, the relationship between different social groups and religious organisations, and religion in a contemporary world.
- Crime and Deviance; the social distribution of crime and deviance, globalisation and crime in contemporary society, crime prevention, control and victims.

All staff in the department are fully committed to developing a passion and enthusiasm of the subject within the students. Students are encouraged to have an open mind, view the world from others' perspectives and consider the impact of different social experiences on individual's lives. Staff work collaboratively in their planning and sharing of resources with a commitment to update resources with contemporary issues, demonstrating the relevance of sociology to everyday life.

The study of Sociology focuses on contemporary society in a globalised world. With a consideration of past policies and laws, society today and issues faced. It aims to foster the development of critical and reflective thinking with a respect for social diversity, through research and theoretical thinking.

The course provides an awareness of the importance of social structure and social action in explaining a range of social issues from single parenthood to the impact of material deprivation on academic outcomes. Students are encouraged to develop their own sociological awareness through active engagement of sociological research and theory alongside contemporary social issues within the world today. Teachers make explicit links to other level 3 courses through teaching, including; psychology, criminology, law, history and English.

Students will acquire knowledge and a critical understanding of contemporary social processes and social changes. They will appreciate the significance of theoretical and conceptual issues in sociological debate. They will develop the skills which will enable students to focus on their own personal identity, their roles within society and their responsibilities within society and develop a lifelong interest in social issues.

Pupil progress is assessed through the students' ability to hold analytical debates between perspectives on a range of societal issues. Students must hold a balanced and well-informed conversation, measuring their literacy and analytical skills. Assessments are used throughout the two-year course to inform teaching and learning and adapt teaching where necessary and addressing misconceptions. Assessments take the form of both formative and summative, whilst meaningful feedback and feedforward tasks are used to help students identify how to make progress.

An integral part of the study of each topic area will be to understand sociological theories, perspectives and methods. Students will consider the design of the research used to obtain data, including its strengths and limitations. They must show awareness of how to collect data, considering the usefulness of a number of research methods and issues (practical, theoretical and ethical) sociologists face when conducting research. Throughout the course synoptic links between topic areas studied are made. Skills are embedded over time and staff make a conscious effort to support students in their note taking and creation of revision resources. All lessons start with a recap of the previous lesson and the lesson will have explicit links to assessment criteria.

The course will engage students in theoretical debates by studying sociological explanations of four key topic areas; Education, Families and Households, Beliefs in Society and Crime and Deviance. Common themes introduced in year 1 topics will be returned to in subsequent topics and year 2. The course will finish with the synoptic topic of Theory, encompassing all areas of the course, taught through sociological perspectives. This is essentially revision. Lessons are taught through discussion, note making, active learning, real life experiences news stories and documentaries.

Sociology: Crime and Deviance

Unit: Functionalism, Strain and Subcultural Theories

| What are we learning? | Our intention- what knowledge, understanding and skills will we gain? | Evaluation and Assessment methods | Implementation | What additional resources are available? |
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| <p>The Functionalist Perspective of Crime and Deviance</p> | <p>Knowledge: Durkheim's theory of crime with evaluation. Merton's Strain Theory including the American Dream and deviant adaptations, with evaluation. Cohen's Subcultural Strain Theory, with support from Cloward and Ohlin.</p> <p>Understanding: Students will understand the sociological view of the inevitability of crime and the need for it in society. They will explore the demand made on individuals to conform to certain degrees of materialism and how this impacts on criminal behaviour. Research will be evaluated.</p> <p>Skills: Define key terms associated with Functionalism; demonstrate independence; analyse key debates between Functionalist sociologists, with justifications and evidence; challenge</p> | <ul style="list-style-type: none"> Students will be able to confidently analyse, in detail the Functionalist view. Students will show a logical chain of reasoning in their presentation using a PERCL structure Subject specific terminology relating to the Functionalist view will be used correctly throughout an essay. Students will make links to other units such as Education to support their points. Evaluation will be explicitly evidenced in the longer essay questions. Examples from studies are used and/or recent | <ul style="list-style-type: none"> Learning from Year 1 is built on through the understanding of basic Functionalist principles. The notion and impact of subcultures was introduced in the Education unit. | <p>AQA A-level Sociology Book 2 p. 70-78</p> <p>CGP Sociology Revision and practice</p> <p>Film: This is England</p> |

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| | the views of other sociologists; evaluate the issue of strain to anomie. | <p>relevant statistics to support the theory.</p> <ul style="list-style-type: none"> Reading beyond the set texts have been undertaken and the News is watched on a regular basis. | | |
| Unit: Interactionism and Labelling Theory | | | | |
| The Interactionist Perspective of Crime and Deviance | <p>Knowledge: How crime is a social construction. The effects of labelling on an individual with reference to Cicourel and 'Typifications'. The manipulation and hidden figures in the crime statistics. Case study example of suicide as deviant behaviour and the power of labels.</p> <p>Understanding: Students will understand how crime is constructed through the process of society deeming what behaviours are criminal. They will explore the impact the label of 'criminal' has and how there are bias in the criminal justice system. Students will understand how the media impacts on the crime rates by amplifying certain deviant behaviours.</p> <p>Skills: Define key terms; demonstrate independence; analyse key debates with justifications and evidence; challenge the views of others; evaluate key issues.</p> | <ul style="list-style-type: none"> Students will be able to confidently analyse, in detail the Interactionist view. Students will show a logical chain of reasoning in their presentation using a PERCL structure Subject specific terminology relating to the Interactionist view will be used correctly throughout an essay. Students will make links to other units such as Education to support their points. Evaluation will be explicitly evidenced in the longer essay questions. Examples from studies are used and/or recent relevant statistics to support the theory. Reading beyond the set texts have been undertaken and the News | <ul style="list-style-type: none"> Labelling from the Education unit is referred back to. The impact of social class is built upon in relation to crime. | <p>AQA A-level Sociology Book 2 p. 79-85</p> <p>CGP Sociology Revision and practice</p> <p>Cohen.S, "Folk devils and moral panics"</p> |

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Unit: Class, Power and Crime

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| <p align="center">The Marxist perspective of crime and the differences between white and blue collar crime.</p> | <p>Knowledge: Review of previous perspectives in how they see class differences in crime. The Marxist view of crime with reference to criminogenic capitalism and the ideological functions of crime and the law. Neo-Marxist theory of critical criminology. Crimes of the powerful with reference to corporate crime.</p> <p>Understanding: Students will understand a conflict views as opposed to the Functionalist, consensus view of crime. They will understand how there are different types of crime depending on class and power and how these crimes have different impacts and punishments. Students will explore the power of the ruling class in how crime is labelled.</p> <p>Skills: Define key terms; demonstrate independence; analyse key debates with justifications and evidence;</p> | <ul style="list-style-type: none"> • Students will be able to confidently analyse, in detail the Marxist view. • Students will show a logical chain of reasoning in their presentation using a PERCL structure • Subject specific terminology relating to the Marxist view will be used correctly throughout an essay. • Students will make links to other units such as Education to support their points. • Evaluation will be explicitly evidenced in the longer essay questions. • Examples from studies are used and/or recent relevant statistics to support the theory. | <ul style="list-style-type: none"> • Understanding of the labelling process from the previous unit is built upon in addition to basic Marxist principles, to understand Neo-Marxism. • The review of previous perspectives aid students in applying their knowledge to the crimes of the powerful. | <p>AQA A-level Sociology Book 2 p.86-95</p> <p>CGP Sociology Revision and practice</p> <p>Reiman.J, <i>“The rich get richer and the poor get prison”</i></p> |
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| | challenge the views of others; evaluate key issues. | <ul style="list-style-type: none"> Reading beyond the set texts have been undertaken and the News is watched on a regular basis. | | |
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Unit: Realist Theories of Crime

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| <p align="center">The Left and Right Realist Perspective of Crime and Deviance.</p> | <p>Knowledge: The Right Realist view of crime which includes both the causes of crime and the suggested solutions. The Left Realist view of crime which includes both the causes and the suggested solutions.</p> <p>Understanding: Students will understand the theoretical differences between the views of 'Left' and 'Right' and how this influences their view on crime. The possible causes and solutions to crime for each viewpoint is studied and contrasted</p> <p>Skills: Define key terms; demonstrate independence; analyse key debates with justifications and evidence; challenge the views of others; evaluate key issues.</p> | <ul style="list-style-type: none"> Students will be able to confidently analyse, in detail the Left and Right Realist perspective. Students will show a logical chain of reasoning in their presentation using a PERCL structure Subject specific terminology relating to the Left and Right Realism will be used correctly throughout an essay. Students will make links to other units such as Education to support their points. Evaluation will be explicitly evidenced in the longer essay questions. Examples from studies are used and/or recent relevant statistics to support the theory. | <ul style="list-style-type: none"> The ideological spectrum, introduced in the Education unit is revisited so students are equipped to understand the differences between 'Left' and 'Right' views. Knowledge of Marxism and Functionalism are applied. | <p>AQA A-level Sociology Book 2 p. 96-103</p> <p>CGP Sociology Revision and practice</p> |
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| | | <ul style="list-style-type: none"> Reading beyond the set texts have been undertaken and the News is watched on a regular basis. | | |
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Unit: Gender, Crime and Justice

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| <p>Gender patterns in crime: why female crime appears less in crime stats than male crime; explanations behind why women commit crime and why men appear to commit more crime.</p> | <p>Knowledge: Understanding the crime stats in relation to gender. The Chivalry Thesis with regard to evidence against the theory and bias against women in the criminal justice system. Functionalist Sex Role Theory. Control Theory. Liberation Thesis. Masculinity and crime with reference to Messerschmidt. Postmodernity and crime.</p> <p>Understanding: Students will understand different theories in why there appears to be different rates of offending between the genders. Sociological research is debated, applied and evaluated.</p> <p>Skills: Define key terms; demonstrate independence; analyse key debates with justifications and evidence; challenge the views of others; evaluate key issues.</p> | <ul style="list-style-type: none"> Students will be able to confidently analyse patterns in gender differences in criminal behaviour. Students will show a logical chain of reasoning in their presentation using a PERCL structure Subject specific terminology will be used correctly throughout an essay. Students will make links to gender differences in Education and Feminism to support their points. Evaluation will be explicitly evidenced in the longer essay questions. Examples from studies are used and/or recent relevant statistics to support the theory. | <ul style="list-style-type: none"> Feminist theory is applied and expanded in this unit. Labelling theory is explored once more and put into a different context of gender. | <p>AQA A-level Sociology Book 2 p.103-114</p> <p>CGP Sociology Revision and practice</p> |
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| | | <ul style="list-style-type: none"> Reading beyond the set texts have been undertaken and the News is watched on a regular basis. | | |
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Unit: Ethnicity, Crime and Justice

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| <p>Reasons behind the over-representation of ethnic minorities in the crime stats.</p> | <p>Knowledge: How crime is studied through the crime stats, victim surveys and self-report studies and the impact of this in understanding ethnicity and crime. Racial bias within the criminal justice system. Explanations on the different rates of offending, including Left Realism and Neo-Marxism. Ethnicity and victimisation.</p> <p>Understanding: Students will take a critical view of how crime data is collected and how this impacts on the representation of ethnic minorities. Theories which have been introduced previously will be revisited in the context of ethnicity and crime. Students will explore stats surrounding the vulnerability of certain ethnic minorities in terms of being victims of criminal behaviour.</p> <p>Skills: Define key terms; demonstrate independence; analyse key debates</p> | <ul style="list-style-type: none"> Students will be able to confidently analyse reason for the over representation of ethnic minorities in crime statistics. Students will show a logical chain of reasoning PERCL paragraphs for 10 and 20 marks answers Subject specific terminology relating to ethnic differences will be used correctly throughout an essay. Students will make links to ethnic differences in Educational achievement, to support their points. Evaluation will be explicitly evidenced in the longer essay questions. Examples from studies are used and/or recent | <ul style="list-style-type: none"> Issues surrounding authority and ethnicity are expanded from the Education unit. Previous understanding of theories such as Neo-Marxism are explored further. Intuitionism racism is built upon from the Education unit. | <p>AQA A-level Sociology Book 2 p. 114-121</p> <p>CGP Sociology Revision and practice</p> <p>When They See us – Netflix</p> |
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| | with justifications and evidence; challenge the views of others; evaluate key issues. | relevant statistics to support the theory. <ul style="list-style-type: none"> Reading beyond the set texts have been undertaken and the News is watched on a regular basis. | | |
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Unit: Crime and the Media

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| <p align="center">The relationship between crime and the media.</p> | <p>Knowledge: How the media represent crime and the impact this has on our perception of crime, with reference to new coverage. The media as a cause of crime with reference to Cultural Criminology. The construction of moral panics with the example of Mods and Rockers. Cyber-Crime.</p> <p>Understanding:</p> <p>Skills: Define key terms; demonstrate independence; analyse key debates with justifications and evidence; challenge the views of others; evaluate key issues.</p> | <ul style="list-style-type: none"> Students will be able to confidently analyse the relationship between crime and the media. Students will show a logical chain of reasoning in their presentation of a PERCL paragraph. Subject specific terminology will be used correctly throughout an essay. Evaluation will be explicitly evidenced in the longer essay questions and will be able to conclude whether the media influences crime. Examples from studies are used and/or recent relevant statistics. Reading beyond the set texts are evidence and | <ul style="list-style-type: none"> The impact of labelling on individual and society is considered in more depth from Unit 2. The power of perception which was introduced in the Ethnicity unit and crime stats. The use of power in terms of generating crime is explored from the Marxist unit. | <p>AQA A-level Sociology Book 2 p. 122-129</p> <p>CGP Sociology Revision and practice</p> <p>Sociology; A Graphic Guide by John Nagle</p> |
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Unit: Globalisation, Green Crime, Human Rights and State Crime

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| <p>Globalisation, Green Crime, Human Rights and State Crime.</p> | <p>Knowledge: The global criminal economy. Global risk consensus. Globalisation, capitalism and crime. The global risk society and the environment. Green criminology with reference to primary and secondary green crimes. State crimes including: the scale, the state as the source of law, the Rwanda genocide, war crimes and state-corporate crimes. Explanations behind state crime. Evaluation of theories.</p> <p>Understanding: Students will understand the global picture of crime through the various elements to this unit. They will explore how there are global criminal links and how capitalism has played a role in the growth of global crime. Crimes against human rights are also understood and theories behind how state-crime operates are explored.</p> | <ul style="list-style-type: none"> • Students will be able to confidently analyse the impact of globalisation on crime. • Students will show a logical chain of reasoning in their presentation of a PERCL paragraph. • Subject specific terminology will be used correctly linking to Globalisation and Marxism. • Students will show joined up thinking, making links to the globalisation of Education and in the family's topic. • Evaluation will be explicitly evidenced in the longer essay questions and demonstrate a clear understanding of present-day issues. | <ul style="list-style-type: none"> • Globalisation is revisited from the Education unit. • Marxist understanding of capitalism and crime is built upon. | <p>AQA A-level Sociology Book 2 p. 130-141</p> <p>CGP Sociology Revision and practice</p> <p>Glenny.M, "McMafia" Book and TedTalk</p> <p>McMafia (TV Series)</p> <p>Chernobyl Drama – Sky Atlantic</p> |
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| | <p>Skills: Define key terms; demonstrate independence; analyse key debates with justifications and evidence; challenge the views of others; evaluate key issues.</p> | <ul style="list-style-type: none"> • Examples from studies are used and/or recent relevant statistics. • Reading beyond the set texts are evidence and show modern day application. | | |
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Unit: Control, Punishment and Victims

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| <p>Understanding the range of crime prevention theories, use of punishment and the patterns of victimisation.</p> | <p>Knowledge: Crime prevention and control with reference to situational crime prevention, environmental crime prevention and social and community crime prevention. The use of surveillance, including: Foucault's Birth of the Prison, Synoptic Surveillance, Surveillant Assemblages and Actuarial Justice. The aims of punishment. The Functionalist view of punishment. The Marxist view of punishment. Positivist and Critical Victimology.</p> <p>Understanding: Students will understand and evaluate theories surrounding crime prevention in society. Surveillance will be understood in terms of both punishment and as proactive action. Traditional sociological views of punishment are explored in addition to theories surrounding victims of crime.</p> | <ul style="list-style-type: none"> • Students will be able to confidently analyse the effectiveness of crime prevention strategies. • Students will show a logical chain of reasoning in their presentation of an argument, with specific evaluation using Sociological understanding. • Subject specific terminology will be used correctly throughout an essay. • Students will show joined up thinking, making links to Left and Right Realism. • Evaluation will be evidenced in the longer essay questions and demonstrate a clear understanding of present-day issues. | <ul style="list-style-type: none"> • Victimology will be built upon from the Ethnicity unit. • Marxism and Functionalism are revisited in a different context. • Labelling Theory is further built upon. | <p>AQA A-level Sociology Book 2 p. 142</p> <p>CGP Sociology Revision and practice</p> <p>Foucault.M, "<i>Discipline and punish: the birth of the prison</i>"</p> |
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| | <p>Skills: Define key terms; demonstrate independence; analyse key debates with justifications and evidence; challenge the views of others; evaluate key issues.</p> | <ul style="list-style-type: none"> • Examples from studies are used and/or recent relevant statistics. • Reading beyond the set texts are evidence and show modern day application. | | |
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Sociology: Beliefs in Society YEAR 2

| Unit: Theories of Religion | | | | |
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| <p>Theories of Religion; Functionalism, Marxism and Feminism</p> | <p>Knowledge: Definitions of religion, the consensus view of religion according to Functionalism and how religion is a positive belief system, Marxism as a conflict view- dividing the classes, and Feminism as a conflict view- religion oppresses females</p> <p>Understanding: Students will understand and evaluate the key theories of religion.</p> <p>Skills: Define key terms associated with each perspective; demonstrate independence; analyse key debates with justifications and evidence; challenge the views with sociological evidence; evaluate key issues.</p> | <ul style="list-style-type: none"> • Students will be able to confidently analyse, in detail different perspectives views on the function of religion. • Students will show a logical chain of reasoning using a PERCL structure in 10 and 20 mark essays • Subject specific terminology relating to functionalism, Marxism and feminism, will be used correctly throughout an essay. • Students will make links to other units, such as Education, C&D and Families and the sociological perspectives to create an argument. | <ul style="list-style-type: none"> • Students will reflect on how the perspectives view both Families and Education | <p>AQA A-level Sociology Book 2 p.4-12</p> <p>Revise AQA A level Sociology Revision Guide and Workbook</p> <p>Department Reading List: Richard Dawkins The God Delusion</p> <p>The story of God 2016 Series Morgan Freeman</p> |

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| | | <ul style="list-style-type: none"> • Evaluation will be explicitly evidenced in the 20 mark essay questions. • Examples from studies are used and/or recent relevant statistics to support the views. • Reading beyond the set texts are completed. | | |
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Unit: Social Change (year 13)

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| | Unit: Social Change (year 13) | | | |
| How religion has led to social change | <p>Knowledge: Religion as a conservative force opposed to change, Calvinist beliefs, Hinduism and Confucianism, Religion and Social Protest, the American Civil Rights Movement, the New Christian Right, Marxism and Liberation Theology</p> <p>Understanding: Students will understand and evaluate whether religion is a conservative force or whether religion can encourage change, using various examples.</p> <p>Skills: Define key terms associated with each view; demonstrate independence; analyse key debates with justifications and evidence; challenge the views with sociological evidence; evaluate key issues.</p> | <ul style="list-style-type: none"> • Students will be able to confidently discuss whether religion supports or opposes social change. • Students will show a logical chain of reasoning using a PERCL structure in 10 and 20 mark essays • Subject specific terminology relating to social change and the perspectives, will be used correctly throughout an essay. • Students will make links to other units, and knowledge of history to support their understanding. • Evaluation will be explicitly evidenced in the 20 mark essay questions. • Examples from studies are used and/or recent relevant statistics to support the views. | <ul style="list-style-type: none"> • Knowledge of historical events will be drawn upon • Knowledge of the New Christian Right from PER is referred to | <p>AQA A-level Sociology Book 2 p. 13</p> <p>Revise AQA A level Sociology Revision Guide and Workbook</p> <p>Department Reading List : Weber.M, "<i>The protestant ethic and the spirit of capitalism</i>"</p> |

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| | | <ul style="list-style-type: none"> • Reading beyond the set texts are completed. | | |
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Unit: Market Theory of Religion

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| Secularisation theories | <p>Knowledge: Patterns of secularisation in the UK and America, explanations for secularisation and America.</p> <p>Understanding: Students will understand and evaluate whether secularisation is taking place and if so, why.</p> <p>Skills: Define key terms associated with secularisation; demonstrate independence; analyse key debates with justifications and evidence; challenge the views with sociological evidence; evaluate key issues.</p> | <ul style="list-style-type: none"> • Students will be able to confidently analyse how religion is declining in the UK but not the UK • Students will show a logical chain of reasoning using a PERCL structure in 10 and 20 mark essays • Subject specific terminology will be used correctly throughout an essay. • Students will make links to other units and RE • Evaluation will be explicitly evidenced in the 20 mark essay questions. • Examples from studies are used and/or recent relevant statistics to support the views. • Reading beyond the set texts are completed. | <ul style="list-style-type: none"> • Own experience | <p>AQA A-level Sociology Book 2 p.34</p> <p>Revise AQA A level Sociology Revision Guide and Workbook</p> <p>Department Reading List: Bruce S. God is Dead: Secularisation in the West</p> |
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Unit: Market Theory of Religion

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| <p>Religion, renewal and choice: Market Theory of Religion/ Rational Choice Theory</p> | <p>Knowledge: Supply led religion: Televangelism, Rational Choice Theory, Revival and Renewal of religion, Existential Security Theory, Understanding: Students will understand and evaluate whether religion is a consumer product, using various examples. Skills: Define key terms associated with each view; demonstrate independence; analyse key debates with justifications and evidence; challenge the views with sociological evidence; evaluate key issues.</p> | <ul style="list-style-type: none"> • Students will be able to confidently analyse how religion is becoming a sellable product • Students will show a logical chain of reasoning using a PERCL structure in 10 and 20 mark essays • Subject specific terminology will be used correctly throughout an essay. • Students will make links to other units and business studies and economics A Level to understand the market theory • Evaluation will be explicitly evidenced in the 20 mark essay questions. • Examples from studies are used and/or recent relevant statistics to support the views. • Reading beyond the set texts are completed. | <ul style="list-style-type: none"> • Own experience | <p>AQA A-level Sociology Book 2 p.34</p> <p>Revise AQA A level Sociology Revision Guide and Workbook</p> <p>Department Reading List: Bruce S. God is Dead: Secularisation in the West</p> |
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Unit: Religious Fundamentalism

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| <p>Religion in a global context: Religious and secular fundamentalism</p> | <p>Knowledge: Characteristics of Fundamentalism, the attraction of Fundamentalism in a Modern society, Cosmopolitanism, Monotheism, Secular Fundamentalism, Fundamentalism as Cultural Defence, Religion and development- Hindu Science, Capitalism in Asia</p> <p>Understanding: Students will understand and evaluate explanations for fundamentalism, using various examples.</p> <p>Skills: Define key terms associated with each view; demonstrate independence; analyse key debates with justifications and evidence; challenge the views with sociological evidence; evaluate key issues.</p> | <ul style="list-style-type: none"> • Students will be able to confidently analyse explanations of fundamentalism • Students will show a logical chain of reasoning using a PERCL structure in 10 and 20 mark essays • Subject specific terminology will be used correctly throughout an essay. • Students will make links to other units and PER. • Evaluation will be explicitly evidenced in the 20 mark essay questions. • Examples from studies are used and/or recent relevant statistics to support the views. • Reading beyond the set texts are completed. | <ul style="list-style-type: none"> • Building on knowledge of previous topics in Beliefs in Society. | <p>AQA A-level Sociology Book 2 p. 39</p> <p>Revise AQA A level Sociology Revision Guide and Workbook</p> |
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Unit: Organisations, Movements and Members

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| <p>Types of religious organisations, the growth of religious movements and religiosity varies</p> | <p>Knowledge: Types of religious organisations; churches and sects, denominations, and cults, Explaining the growth of RMs and new Religious Movements, How religiosity between social groups such as gender, paid work, ethnicity and age.</p> <p>Understanding: Students will understand and evaluate the increase</p> | <ul style="list-style-type: none"> • Students will be able to confidently analyse the growth of new religions • Students will show a logical chain of reasoning using a PERCL structure in 10 and 20 mark essays • Subject specific terminology will be used | <ul style="list-style-type: none"> • Own experience • Links made to Families topic and Education | <p>AQA A-level Sociology Book 2 p.46</p> <p>Revise AQA A level Sociology Revision Guide and Workbook</p> <p>Department Reading List: Going Clear: Scientology</p> |
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| <p>between social groups</p> | <p>and decrease of various religious movements and the variation in members, using various examples. Skills: Define key terms associated with each view; demonstrate independence; analyse key debates with justifications and evidence; challenge the views with sociological evidence; evaluate key issues.</p> | <p>correctly throughout an essay.</p> <ul style="list-style-type: none"> • Students will make links to other units and PER.. • Evaluation will be explicitly evidenced in the 20 mark essay questions. • Examples from studies are used and/or recent relevant statistics to support the views. • Reading beyond the set texts are completed. | | <p>and the Prison of Belief (2015) The Book of Mormon</p> |
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Unit: Religion as an Ideology

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| <p>Religion as an Ideology: Science as a belief system</p> | <p>Knowledge: Science as a belief system, the difference between open and closed belief systems, sociology as an ideology. Understanding: Students will understand and evaluate science as a belief system, considering the key elements of science and using various examples. Skills: Define key terms associated with each view; demonstrate independence; analyse key debates with justifications and evidence; challenge the views with sociological evidence; evaluate key issues.</p> | <ul style="list-style-type: none"> • Students will be able to confidently analyse the extent to which science is a belief system, like religion • Students will show a logical chain of reasoning using a PERCL structure in 10 and 20 mark essays • Subject specific terminology relating to science will be used correctly throughout an essay. • Students will make links to other units, such as Education, C&D and Families and their knowledge of science and psychology. | <ul style="list-style-type: none"> • Links made to science GCSE • Psychology as a science • Sociological perspectives in all topics | <p>AQA A-level Sociology Book 2 p.58 Revise AQA A level Sociology Revision Guide and Workbook Department Reading List: Richard Dawkins The God Delusion</p> |
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| | | <ul style="list-style-type: none"> • Evaluation will be explicitly evidenced in the 20 mark essay questions. • Examples from studies are used and/or recent relevant statistics to support the views. • Reading beyond the set texts are completed. | | |
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Topic: Theory and Methods

Unit: Sociology as a Science

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| Unit: Sociology as a Science | | | | |
| <p>Sociology as a Science</p> | <p>Knowledge: Key theorists; Popper and Kuhn on what is a science, Realists theories- closed and open systems</p> <p>Understanding: Students will understand and evaluate the theories of whether sociology can be science, using various examples.</p> <p>Skills: Define key terms associated with each view; demonstrate independence; analyse key debates with justifications and evidence; challenge the views with sociological evidence; evaluate key issues.</p> | <ul style="list-style-type: none"> • Students will be able to confidently analyse the extent to which sociology is a science • Students will show a logical chain of reasoning using a PERCL structure in 10 and 20 mark essays • Subject specific terminology relating to science will be used correctly throughout an essay. • Students will make links to other units and their knowledge of science and psychology. • Evaluation will be explicitly evidenced in the 20 mark essay questions. • Examples from studies are used and/or recent | <ul style="list-style-type: none"> • Link back to Beliefs topic and Science as an Ideology topic • Psychology and Science | <p>AQA A-level Sociology Book 2 p.58</p> <p>Revise AQA A level Sociology Revision Guide and Workbook</p> |

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| | | <p>relevant statistics to support the views.</p> <ul style="list-style-type: none"> Reading beyond the set texts are completed. | | |
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Unit: Objectivity and Values

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| Objectivity and Values | <p>Knowledge: Understanding the classical sociologists such as Durkheim, Marx and Comte (positivists), Consider Weber's idea of Value Freedom or Commitment, including the 4 stages to research (interpretivist approach).</p> <p>Understanding: Students will understand and evaluate the theories of whether sociologists can remain objective (Positivism) or should they impose their own values (Interpretivism), using various examples.</p> <p>Skills: Define key terms associated with each view; demonstrate independence; analyse key debates with justifications and evidence; challenge the views with sociological evidence; evaluate key issues.</p> | <ul style="list-style-type: none"> Students will be able to confidently analyse the extent to which sociologists should remain objective or let their personal values influence their work. Students will show a logical chain of reasoning, using a PERCL structure to show their Sociological understanding. Subject specific terminology will be used correctly throughout, with reference to sociological perspectives. Students will show joined up thinking, using examples from Education, Families, Beliefs, and crime and deviance to demonstrate a point. Evaluation will be explicitly evidenced in the longer essay questions. | <ul style="list-style-type: none"> Link back to Beliefs topic and Science as an Ideology topic Link to year 12 material on Positivism and Interpretivism | <p>AQA A-level Sociology Book 2 p. 196</p> <p>Revise AQA A level Sociology Revision Guide and Workbook</p> <p>Department Reading List: A Glasgow Gang Observed</p> |
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| | | <ul style="list-style-type: none"> • Examples from studies are used and/or recent relevant statistics. • Reading beyond the set texts are evidence and show modern day application. | | |
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| Unit: Action Theories | | | | |
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| Action Theories | <p>Knowledge: Understanding Weber's Social Action Theory and Mead's Symbolic Interactionism. Labelling theory. Knowing Ethnomethodology and Phenomenology</p> <p>Understanding: The difference between structural and action theories. Students will understand and evaluate Action Theories, using various examples.</p> <p>Skills: Define key terms associated with each view; demonstrate independence; analyse key debates with justifications and evidence; challenge the views with sociological evidence; evaluate key issues.</p> | <ul style="list-style-type: none"> • Students will be able to confidently analyse the usefulness of action theories to understanding sociological patterns. • Students will show a logical chain of reasoning, using a PERCL structure to show their Sociological understanding. • Subject specific terminology will be used correctly throughout, with reference to action theories and interactionism. • Students will show joined up thinking, using examples from Education, Families, Beliefs, and crime and deviance to demonstrate a point. | <ul style="list-style-type: none"> • Link back to Beliefs topic and Calvinism • Link to Crime and Deviance: Suicide | <p>AQA A-level Sociology Book 2 p.224</p> <p>Revise AQA A level Sociology Revision Guide and Workbook</p> <p>Department Reading List</p> |

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| | | <ul style="list-style-type: none"> • Evaluation will be explicitly evidenced in the longer essay questions. • Examples from studies are used and/or recent relevant statistics. • Reading beyond the set texts are evidence and show modern day application. | | |
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| Unit: Feminism | | | | |
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| Feminism | <p>Knowledge: Knowing the different types of Feminism and their views on social issues; Liberal, Radical, Difference, Marxist.</p> <p>Understanding: The difference between the feminist explanations. Students will understand and evaluate Feminism against other sociological perspectives</p> <p>Skills: Define key terms associated with each view; demonstrate independence; analyse key debates with justifications and evidence; challenge the views with sociological evidence; evaluate key issues.</p> | <ul style="list-style-type: none"> • Students will be able to confidently analyse the usefulness of Feminism to explaining sociological patterns • Students will show a logical chain of reasoning in their presentation of an argument, with specific evaluation using Sociological understanding. • Subject specific terminology will be used correctly throughout an essay, linking to feminism. • Students will show joined up thinking, whereby details from Beliefs, Families, and C&D employed in the argument. • Evaluation will be evidenced in the longer essay questions and | <ul style="list-style-type: none"> • Synoptic link to all topics drawing on examples from different topics | <p>AQA A-level Sociology Book 2 p. 216</p> <p>Revise AQA A level Sociology Revision Guide and Workbook</p> <p>Department Reading List</p> |

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| | | <p>demonstrate a clear understanding of present-day issues.</p> <ul style="list-style-type: none"> • Examples from studies are used and/or recent relevant statistics. • Reading beyond the set texts are evidence and show modern day application. | | |
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| Unit: Functionalism | | | | |
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| Functionalism | <p>Knowledge: Knowing the Functionalist view on social issues Understanding: The Functionalist view. Students will understand and evaluate Functionalism against other sociological perspectives Skills: Define key terms associated with each view; demonstrate independence; analyse key debates with justifications and evidence; challenge the views with sociological evidence; evaluate key issues.</p> | <ul style="list-style-type: none"> • Students will be able to confidently analyse the usefulness of Functionalism to explaining sociological patterns • Students will show a logical chain of reasoning in their presentation of an argument, with specific evaluation using Sociological understanding. • Subject specific terminology will be used correctly throughout an essay, linking to functionalism. • Students will show joined up thinking, whereby details from Beliefs, Families, and C&D employed in the argument. • Evaluation will be evidenced in the longer | <ul style="list-style-type: none"> • Synoptic link to all topics drawing on examples from different topics | <p>AQA A-level Sociology Book 2 p.202</p> <p>Revise AQA A level Sociology Revision Guide and Workbook</p> <p>Department Reading List</p> |

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| | | <p>essay questions and demonstrate a clear understanding of present-day issues.</p> <ul style="list-style-type: none"> • Examples from studies are used and/or recent relevant statistics. • Reading beyond the set texts are evidence and show modern day application. | | |
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| Unit: Marxism | | | | |
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| Marxism | <p>Knowledge: Knowing the Marxist view on social issues</p> <p>Understanding: The Marxist view. Students will understand and evaluate Marxism against other sociological perspectives</p> <p>Skills: Define key terms associated with each view; demonstrate independence; analyse key debates with justifications and evidence; challenge the views with sociological evidence; evaluate key issues.</p> | <ul style="list-style-type: none"> • Students will be able to confidently analyse the usefulness of Marxism to explaining sociological patterns • Students will show a logical chain of reasoning in their presentation of an argument, with specific evaluation using Sociological understanding. • Subject specific terminology will be used correctly throughout an essay, linking to Marxism. • Students will show joined up thinking, whereby details from Beliefs, Families, and C&D employed in the argument. • Evaluation will be evidenced in the longer | <ul style="list-style-type: none"> • Synoptic link to all topics drawing on examples from different topics | <p>AQA A-level Sociology Book 2 p.208</p> <p>Revise AQA A level Sociology Revision Guide and Workbook</p> <p>Department Reading List</p> |

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| | | <p>essay questions and demonstrate a clear understanding of present-day issues.</p> <ul style="list-style-type: none"> • Examples from studies are used and/or recent relevant statistics. • Reading beyond the set texts are evidence and show modern day application. | | |
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Unit: Modernity and Globalisation

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| Modernity, Postmodernity and Globalisation | <p>Knowledge: Changes that have led to globalisation, Foucault's view on Postmodernity,</p> <p>Understanding: Students will understand and evaluate how modern and postmodern society is interlinked with globalisation.</p> <p>Skills: Define key terms associated with each view; demonstrate independence; analyse key debates with justifications and evidence; challenge the views with sociological evidence; evaluate key issues.</p> | <ul style="list-style-type: none"> • Students will be able to confidently analyse how globalisation has led to a postmodern society. • Students will show a logical chain of reasoning in their presentation of an argument, with specific evaluation using Sociological understanding. • Subject specific terminology relating to Modernity, LT, and PM will be used. • Students will show joined up thinking, making links to Families and Beliefs. • Evaluation will be evidenced in the longer essay questions and demonstrate a clear | <ul style="list-style-type: none"> • Synoptic link to all topics drawing on examples from different topics | <p>AQA A-level Sociology Book 2 p. p234</p> <p>Revise AQA A level Sociology Revision Guide and Workbook</p> <p>Department Reading List</p> |
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| | | <p>understanding of present-day issues.</p> <ul style="list-style-type: none"> • Examples from studies are used and/or recent relevant statistics. • Reading beyond the set texts are evidence and show modern day application. | | |
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| Unit: Social Policy | | | | |
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| Social Policy | <p>Knowledge: Sociological views on social policies, including, Positivism, new right, social democratic, Marxism and feminism</p> <p>Understanding: Students will understand and evaluate how modern and postmodern society is interlinked with globalisation.</p> <p>Skills: Define key terms associated with each view; demonstrate independence; analyse key debates with justifications and evidence; challenge the views with sociological evidence; evaluate key issues.</p> | <ul style="list-style-type: none"> • Students will be able to confidently analyse different sociological views on social policies • Students will show a logical chain of reasoning in their presentation of an argument, with specific evaluation using Sociological understanding. • Subject specific terminology relating to the sociological perspectives, will be used. • Students will show joined up thinking, whereby details from other units are employed in the argument, linking to Education and Families. • Evaluation will be evidenced in the longer essay questions and demonstrate a clear | <ul style="list-style-type: none"> • Synoptic link to all topics drawing on examples from different topics | <p>AQA A-level Sociology Book 2 p242</p> <p>Revise AQA A level Sociology Revision Guide and Workbook</p> <p>Department Reading List</p> |

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| | | <p>understanding of present-day issues.</p> <ul style="list-style-type: none"> • Examples from studies are used and/or recent relevant statistics. • Reading beyond the set texts are evidence and show modern day application. | | |
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Unit: Quantitative Research Methods

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| Quantitative Research Methods; primary and secondary research methods | <p>Knowledge: Know the quantitative methods, such as experiments, structured interviews and questionnaires. Know the difference between primary and secondary data.</p> <p>Understanding: Students will understand when to use quantitative research methods and the advantages and disadvantages of the methods.</p> <p>Skills: Define key terms associated with each method; demonstrate independence; analyse the use of methods with justifications and evidence.</p> | <ul style="list-style-type: none"> • Students will be able to confidently analyse, the advantages and disadvantages of a range of research methods. • Students will show a logical chain of reasoning in their presentation of an argument, with specific evaluation using Sociological understanding. • Subject specific terminology will be used correctly throughout an essay. • Students will show joined up thinking, whereby details from other units are employed in the argument. • Evaluation will be evidenced in the longer essay questions and demonstrate a clear | <ul style="list-style-type: none"> • Synoptic link to all topics drawing on examples from different topics • Link to year 12 research methods | <p>AQA A-level Sociology Book 2 p. 158</p> <p>Revise AQA A level Sociology Revision Guide and Workbook</p> <p>Department Reading List</p> |
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| | | <p>understanding of present-day issues.</p> <ul style="list-style-type: none"> • Examples from studies are used and/or recent relevant statistics. | | |
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Unit: Qualitative Research Methods

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| <p>Qualitative Research Methods; primary and secondary research methods</p> | <p>Knowledge: Know the qualitative methods, such as unstructured interview, observations and documents. Know the difference between primary and secondary data. Understanding: Students will understand when to use qualitative research methods and the advantages and disadvantages of the methods. Skills: Define key terms associated with each method; demonstrate independence; analyse the use of methods with justifications and evidence.</p> | <ul style="list-style-type: none"> • Students will be able to confidently analyse, the advantages and disadvantages of a range of research methods. • Students will show a logical chain of reasoning in their presentation of an argument, with specific evaluation using Sociological understanding. • Subject specific terminology will be used correctly throughout an essay. • Students will show joined up thinking, whereby details from other units are employed in the argument. • Evaluation will be evidenced in the longer essay questions and demonstrate a clear | <ul style="list-style-type: none"> • Synoptic link to all topics drawing on examples from different topics • Link to year 12 research methods | <p>AQA A-level Sociology Book 2 p. 174</p> <p>Revise AQA A level Sociology Revision Guide and Workbook</p> <p>Department Reading List</p> |
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| | | <p>understanding of present-day issues.</p> <ul style="list-style-type: none">• Examples from studies are used and/or recent relevant statistics. | | |
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