

## **A level Sociology Curriculum Intent**

### **A level Sociology Intent Statement:**

A level Sociology aims to provide IGS students with an in-depth understanding and respect for the social world around them and the ability to recognise the environmental factors affecting the behaviour of individuals and groups, and by extension, society. Through the study of Sociology as an evidence-based approach to understanding social phenomena, our students will develop the courage and resilience to appreciate the causes, impact and subsequent consequences of societal change on the structure of social institutions such as the family, education, religion and crime. Furthermore, our IGS students will develop a deeper understanding of individuals and specific groups life chances based on key social variables such as class, age, gender and ethnicity (CAGE) that exist in our society. This includes understanding the impact of social policy and political decision making.

Through the study of Sociology, our students will develop the necessary skills to scientifically investigate society, critically assess evidence and build the courage to consider solutions to today's societal issues. Through empowering individuals with a wider knowledge of society, we aim for our IGS Sociology students to develop our key values of respect, responsibility, resilience, kindness, courage, and pride by becoming effective citizens who appreciate diversity and critically assess their own role within it. Our students will be equipped with a greater understanding of the challenges facing individuals and groups beyond their own experiences.

### **Students will develop:**

- Their resilience for developing and exploring deep knowledge of sociological theory and evidence-based decision making.
- The skills to be an effective social scientist.
- The ability to critically assess reasons for and impacts of inequality in a range of different settings.
- The knowledge and skills to support knowledge with independent enquiry.
- To take pride and responsibility in being active participants in their local communities, politics and voting.
- An understanding of the challenges faced by others to develop their kindness and become empathetic and responsible citizens.
- Having the courage to be more open minded to changes around them and the resilience to appreciate these differences between people.
- An understating of the causes and effects of social behaviours.
- To take responsibility and have the courage to seek solutions to real world issues through social policy.

### **Exam Board: AQA**

	What new knowledge/content do we introduce?	
	<b>Year 12 - Year 1</b> Introduction to Sociology Education (Compulsory Unit) Research Methods and Methods in context (Compulsory Unit) Families and Households (Optional Unit)	<b>Year 13 – Year 2</b> Crime & Deviance (Compulsory Unit) Beliefs (Optional Unit) Theory and methods (Compulsory Unit)
Autumn	<p><b>Teacher 1:</b></p> <p>Course Introduction – key Sociological theoretical views:</p> <ul style="list-style-type: none"> <li>• Functionalism</li> <li>• Feminism</li> <li>• Marxism</li> <li>• Interactionist/interpretivism</li> <li>• New Right/Neoliberalism</li> <li>• Postmodernism</li> </ul> <p>Following the introduction into Sociological theory Teacher 1 will cover the core module on the specification - Education:</p> <ul style="list-style-type: none"> <li>• Introduction to Education</li> <li>• The role of Education in Society – Theoretical viewpoints</li> <li>• Educational Policy</li> <li>• Class and Education - internal and external factors</li> <li>• Gender and Education - internal and external factors</li> <li>• Ethnicity and Education - internal and external factors.</li> </ul> <p><b>Teacher 2:</b></p> <p>Sociology Basics - Introduction to core Sociological concepts such as; norms, values, culture, identity and socialisation.</p> <p>Following the introduction into Sociological basics/concepts Teacher 2 will make a start on the core module on the specification - Research Methods:</p>	<p><b>Teacher 1:</b></p> <p>Introduction to the compulsory topic: Crime and Deviance.</p> <ul style="list-style-type: none"> <li>• Theoretical perspectives on Crime and Deviance</li> <li>• Functionalist, Stain and Subcultural theories</li> <li>• Marxist viewpoints – class, power and crime</li> <li>• Realist theories – left and right realist views on crime</li> <li>• Gender and crime</li> <li>• Ethnicity and crime</li> <li>• Crime and the media</li> </ul> <p>Teacher 1 will interleave the teaching of Crime and Deviance with the Year 12 compulsory topic of Education.</p> <p><b>Teacher 2:</b></p> <p>Introduction to the optional topic: Beliefs</p> <ul style="list-style-type: none"> <li>• Theories of beliefs</li> <li>• Religion and social change</li> <li>• Secularisation</li> <li>• Religion, renewal and choice</li> <li>• Religion in a global context</li> </ul> <p>Teacher 2 will interleave the teaching of Beliefs with the Year 12 optional topic of Families and Households.</p>

	<ul style="list-style-type: none"> <li>• Introduction to Research Methods –</li> <li>• Which methods do sociologists choose and why?</li> <li>• Practical, Ethical and Theoretical (PET) Factors of: <ul style="list-style-type: none"> <li>➤ Experiments</li> <li>➤ Interviews</li> <li>➤ Questionnaires</li> <li>➤ Observations</li> <li>➤ Secondary Methods – Official Statistics and Documents</li> </ul> </li> </ul> <p>Following the introduction to Research Methods Teacher 2 will begin teaching the optional topic of Families and Households.</p> <ul style="list-style-type: none"> <li>• Introduction to Families and Households Topic</li> <li>• Theories of the family</li> <li>• Family Diversity</li> </ul>	
Rationale for these components	<p>The vast majority of our students who start the course have no prior knowledge of Sociology as they have not studied this subject at GCSE level. It is therefore essential students have the opportunity to cover the basics of Sociology at the start of the A level course.</p> <p>Students explore key Sociological concepts, theoretical viewpoints and develop an understanding of how sociologists carry out their research through research methods.</p> <p>Once students have developed an understanding of key theoretical viewpoints such as Functionalist and Marxist ideas they then apply those theoretical ideas to why we have an Education system (the Role of Education topic). The question of why we have an education system is then followed by how has the education system has evolved over the years (Educational Policy topic)? As the course progresses Teacher 1 then explores the Education system in relation to the key social variables i.e. class, gender and ethnicity.</p> <p>Education is easy for students to relate to and learning about differences in achievement ignites their thirst for Sociology. This unit is also not long</p>	<p>Crime and Deviance is a compulsory and very popular unit which most students look forward to it during year 12. The unit allows students to draw on what they already know, whilst challenging some of their assumptions about the government, criminal justice system and the police.</p> <p>Students once again explore the social variables of class, gender and ethnicity and this time they apply it to the key institution of crime in society. Again, students further develop their understanding of sociological theoretical viewpoints as they apply it to criminal and deviant behaviours in our society and beyond.</p> <p>The optional unit of Beliefs was chosen as it engages students and allows them to build critical thinking skills. Religion has been and still is a key institution in the UK and around the world. This unit allows students to explore Sociology on a more global level which ties in well with the Globalisation and Crime topic in the Crime and Deviance Unit.</p> <p>During the Year 13 course both teachers will interleave the Year 2 units with the first year of the course. For example; Teacher 1 will make</p>

	<p>after GCSE results have been received and provides students with an understanding of the systems and processes they have been part of in their educational journey.</p> <p>Simultaneously, Teacher 2 will follow the introduction to basics of Sociology with the core topic of Research Methods. Students will be looking at different sociological studies throughout the course and they need to understand how sociologists carry out research. Therefore, earlier on in the course it is important students understand the Practical, Ethical and Theoretical (PET) of the different research methods (this will then enable Teacher 1 to teach Education with Methods in Context during the Spring term).</p> <p>Following the instruction to Research Methods Teacher 2 can then progress onto the optional topic taught at IGS – Families and Households.</p> <p>Families and Households is the first of our optional units and builds on what students have learned about class, ethnicity and gender, applying this knowledge to another relatable topic area i.e. the family. Within this topic area students are able to build on their knowledge of the key theoretical perspectives which have previously been introduced through the education topic area.</p>	<p>synoptic links with the social variable topics studied in Education i.e. education and class, gender and ethnicity with crime and class, gender and ethnicity.</p> <p>Similarly, Teacher 2 will interleave the study of Beliefs with Families for examples when exploring theoretical views on Beliefs – synoptic links will be made with family and theory.</p>
Spring	<p><b>Teacher 1:</b></p> <p>Methods in Context – applying research methods to the topic of Education.</p> <ul style="list-style-type: none"> <li>• Using Experiments to investigate Education</li> <li>• Using Interviews to investigate Education</li> <li>• Using Questionnaires to investigate Education</li> <li>• Using Observations to investigate Education</li> <li>• Using Official Statistics to investigate Education</li> <li>• Using Documents to investigate Education</li> </ul> <p><b>Teacher 2:</b></p>	<p><b>Teacher 1:</b></p> <p>Continuation of Crime and Deviance:</p> <ul style="list-style-type: none"> <li>• Globalisation and crime</li> <li>• Green crimes</li> <li>• Human rights and state crimes</li> <li>• Control, punishment and crime prevention strategies</li> <li>• Victimology</li> </ul> <p>Theory and Methods:</p> <ul style="list-style-type: none"> <li>• Quantitative Research Methods – recap</li> <li>• Qualitative Research Methods – recap</li> <li>• Globalisation, modernity and postmodernity</li> </ul>

	<p>Continuation of Families and Households.</p> <ul style="list-style-type: none"> <li>• Childhood</li> <li>• Couples</li> <li>• Changing Family Patterns</li> <li>• Demography</li> <li>• Families and Social Policy</li> </ul>	<ul style="list-style-type: none"> <li>• Sociology and social policy</li> </ul> <p>Teacher 1 will interleave the teaching of Crime and Deviance with the Year 12 compulsory topic of Education.</p> <p><b>Teacher 2:</b></p> <p>Continuation of Beliefs:</p> <ul style="list-style-type: none"> <li>• Religious organisations</li> <li>• Religious movements</li> <li>• Religious members</li> <li>• Ideology and science</li> </ul> <p>Theory and Methods:</p> <ul style="list-style-type: none"> <li>• Sociology and Science</li> <li>• Objectivity in Sociology</li> <li>• Values in Sociology</li> </ul> <p>Teacher 2 will interleave the teaching of Beliefs with the Year 12 optional topic of Families and Households.</p>
Rationale for these components	<p>Teacher 1 focuses on delivering the core topic Methods in Context which neatly follows on from learning developed in Term 1 i.e. Education and Research Methods.</p> <p>Conducting this straight after the education unit allows students to apply their knowledge of research methods to the education context, and develop problem solving skills around choosing the best method/s for studying particular issues. It also creates the opportunity for research-based project work within the school environment (this is followed-up in Year 13 when they study Crime and Deviance and have the opportunity to explore crime prevention strategies in school).</p>	<p>Students will continue to develop their understanding of crime by looking beyond social variables within the UK to more global elements. Specific case studies of green and states crimes will be explored and human rights violations will be looked at e.g. Chernobyl, Bhopal disaster, Rwanda genocide etc. In doing so, students will develop a deeper knowledge of sociological issues and debates on a global scale.</p> <p>Similarly, in Beliefs students will explore the institution of religion in a more global context by looking at different cults and sects around the world. For example; students will explore cults like Scientology and sects such as The People's Temple (Jim Jones). This will be linked back to earlier topics such as Secularisation and students will discuss the</p>

	<p>Teacher 2 continues with the teaching of the optional unit – Families and Households. Once theoretical views on families and family diversity is explored, students look at family life by studying the role of children and how this has evolved over time. They also explore the roles within families by studying the topic of couples and the changing family patterns in the UK with a focus on demographic changes. The unit culminates with family policies which builds on their understanding of legislation and Government policies as they have already covered Educational policies in Term 1.</p>	<p>extent of religious decline in recent years versus the rise of contemporary religious organisations.</p> <p>Furthermore, students will return to the compulsory unit Theory and Methods which brings together the main theories and research methods already studied. By doing this at the end of the course, students can clearly see the synoptic links between different theoretical bases and topic areas. This allows students to consolidate their knowledge and build links – crucial for the exams.</p>
Summer	<p><b>Teacher 1:</b></p> <p>Consolidation of Paper 1 topics – Education and Methods in Context and preparation for the end of year exam.</p> <p>Introduce Year 13 content – Theory and Methods</p> <ul style="list-style-type: none"> <li>• Functionalist Theories</li> <li>• Marxism Theories</li> </ul> <p><b>Teacher 2:</b></p> <p>Consolidation of Paper 2 topics – Research Methods and Families and Households and preparation for the end of year exam.</p> <p>Introduce Year 13 content – Theory and Methods</p> <ul style="list-style-type: none"> <li>• Feminist theories</li> <li>• Social Action Theories</li> </ul>	<p><b>Teacher 1:</b></p> <p>Consolidation of Papers 1 (Education with Methods in Context) and Paper 3 (Crime and Deviance with Theory and Methods). Revision and exam practise.</p> <p><b>Teacher 2:</b></p> <p>Consolidation of Paper 2 (Families and Households and Beliefs). Revision and exam practise.</p>
Rationale for these specific components	<p>All IGS students who plan to complete the full A level linear course will sit the two final internal exams.</p> <p>Any IGS student who wishes to only complete the AS level will sit the two final external AS level exams.</p> <p>Paper 1: Education with Methods in Context 60 marks</p>	<p>Before students begin their study-leave for their final exams both teachers will focus on consolidating students’ knowledge on the topics studied over the past two years. Students will be prepared for the three final examinations for the AQA A level Sociology Course.</p> <p>Paper 1: Education with Methods in Context 80 marks 2 hours</p>

	<p>1.5 hours</p> <p>Paper 2: Research Methods and Families and Households 60 marks 1.5 hours</p> <p>Following the end of Year exams in Year 12 both Teacher 1 and Teacher 2 will make a start on Theory and Methods in preparation for the Year 13 content. Students will have the opportunity to explore the key theoretical viewpoints in more detail and look at the wider debates in Sociology which form part of the assessment in Papers 1 and 2 at the end of the 2-year linear course.</p>	<p>Paper 2: Families and Households 80 marks 2 hours</p> <p>Paper 3: Crime and Deviance with Theory and Methods 80 marks 2 hours</p>
	<b>Composites</b>	
What do students do with this knowledge?	<p>All A level Sociology students' study four of the key institutions in our society - Education, Families, Beliefs (Religion) and Crime. In addition to gaining a deep understanding of the various institutions we have and how they interlink with one another students will also develop their knowledge of how sociologists study society through Research Methods and key Sociological perspectives/theories. Students will develop their ability to apply sociological concepts to current events and topical issues in our society and beyond.</p> <p>Students are able to explain society from different sociological perspectives. They can then use this knowledge to logically and coherently explain differences in Educational Achievement and differences in experiences within families e.g. different experiences in childhood and sociological explanations of family diversity.</p> <p>Students are able to evaluate contrasting theories/perspectives using research evidence to support and refute theories. They are able to analyse and evaluate the use of a range of research studies to study society in a range of contexts. Through the teaching of these topics, they develop their knowledge of how to construct a logical and coherent argument back with evidence and theory.</p>	
Links to previous learning	<p><b>Key Stage 4</b></p> <p>Links with Citizenship, RE and History need to be developed. For example, to build in links to prior knowledge of Social Class, Marxism, Capitalism, the Industrial revolution, values, norms, differentiation in Society etc.</p> <p>Throughout the two-year course interleaving tasks are embedded within lessons so students are re-capping and consolidating their understanding of the course content. Students are encouraged throughout the course to find the synoptic links between the different units and this is embedded in the lesson content/tasks. Key assessment points have been set throughout the year in the scheme of work.</p>	

Key vocabulary	Key terminology is signalled in the 'overview' power point at the start of each topic. We have made on start of looking at how Vocab can be embedded and explored further within topic areas to help in the development of schemata.
How is challenge embedded in the curriculum?	Lesson power points and activities include a range of challenge activities. These are designed to challenge deeper thinking and make connections and synoptic links between topic areas.
Cultural Capital	As well as the wider reading lists, students are regularly steered towards academic reading material to help develop their discourse around topics. They also learn about Cultural Capital in the Education topic! Students are encouraged to use specialised terminology in lessons when verbally discussing research and theories as well as in their written work. TED talks are used to show the latest academic research and viewpoints on the topics studied. We use the original Official Statistics websites to show the latest data and analysis of related topics. Students are shown and explore explicit examples of how Sociological research affects Social Policy (and vice versa) so that they know that a career in Sociology/Social Policy is a way they can have a positive impact on Society.
WIDER READING	See Post 16 Wider Reading Document for A level Sociology