

Roundwood Park School



Sociology Curriculum Map

Knowledge Outline for KS5 Sociology AQA Specification

Sociology allows students to question, explore and gain knowledge of the society in which we live and understand the cultural and identity issues which will affect us all in order to fully flourish. The study of Sociology focusses on contemporary society and fosters the development of critical and reflective thinking with a respect for social diversity. Students are encouraged to develop their own sociological awareness through active engagement with the contemporary world.

In addition to this, students will be encouraged to:

- Appreciate the significance of theoretical and conceptual issues in sociological debate
- Commit to learning for life and maintain an awareness of contemporary social processes and social changes
- Understand and evaluate sociological methodology and a range of research methods through active involvement in the research process
- Develop skills that enable individuals to focus on their personal identity, roles and responsibilities within society
- Develop a lifelong interest in social sciences

The aims and objectives for Sociology are:

AO1: To demonstrate knowledge and understanding of:

- Sociological theories, concepts and evidence
- Sociological research methods

AO2: Apply sociological theories, concepts, evidence and research methods to a range of issues

AO3: Analyse and evaluate sociological theories, concepts, evidence and research methods in order to –

- Present arguments
- Make Judgements
- Draw conclusions

Key: Purple = Super Curricular and Key terms Orange = Literacy

Year / Term	Unit of Work	Assessment	Key Literacy Terms/Concepts
<p>Year 12</p> <p>Autumn & Spring Terms</p> <p>(S.Dyer)</p>	<p>Introduction to course Introduce key ideas, what is sociology? what are the main theories? What do they base their ideas on – fundamental ideas.</p> <p>Families and Households Students are expected to be familiar with sociological explanations of the following content:</p> <ul style="list-style-type: none"> the relationship of the family to the social structure and social change, with particular reference to the economy and to state policies changing patterns of marriage, cohabitation, separation, divorce, childbearing and the life course, including the sociology of personal life, and the diversity of contemporary family and household structures gender roles, domestic labour and power relationships within the family in contemporary society the nature of childhood, and changes in the status of children in the family and society demographic trends in the United Kingdom since 1900: birth rates, death rates, family size, life expectancy, ageing population, and migration and globalisation. 	<p>All of the three Assessment objectives will be assessed.</p> <p>Students will undertake the following:</p> <ul style="list-style-type: none"> Show knowledge and understanding of key theories (AO1) Apply theories to the relationship of the family to the social structure, gender roles, changing family patterns and family diversity (AO2) Evaluate each of the theories of Functionalism, Marxism, Feminism, New Right, Social Action and Postmodernism (AO3) Recall the studies and research relating to demographic trends and the nature of childhood (AO1) <p>Formative assessment will take the form of 1. Seneca self mark tasks or reading – either pre reading from the textbook or a relevant article or reading related to a previous topic to support interleaving.</p> <p>In addition to the above, students will complete an exam essay at the end of each topic using PEEEL or PEEL to help develop an awareness of how to demonstrate each of the AOs clearly in their writing.</p>	<p>Conflict</p> <p>Consensus</p> <p>Structural</p> <p>Feminism</p> <p>Postmodernism</p> <p>Functionalism</p> <p>Marxism</p> <p>Social action</p> <p>Interactionism</p> <p>Nuclear family</p> <p>Patriarchy</p> <p>Primary socialisation</p> <p>Division of labour</p> <p>Expressive role</p> <p>Instrumental role</p> <p>Domestic labour</p> <p>Monogamy</p> <p>Symmetrical family</p> <p>Cereal packet family</p> <p>Life course</p> <p>Confluent love</p> <p>Individualisation thesis</p> <p>Pure relationship</p> <p>Secularisation</p> <p>Birth and death rate</p> <p>Beanpole family</p> <p>Conjugal roles</p> <p>Social construction</p> <p>Demography</p> <p>Infant mortality rate</p> <p>Dependency ratio</p> <p>Fertility rate</p>
<p>Super Curricular</p>	<ul style="list-style-type: none"> Use of super curricula resources Students can complete a wider reading project Keith Trobe – principal AQA examiner to do session on exam skills and technique. Sociology review journal 		

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<p>Year 12</p> <p>Autumn & Spring Terms</p> <p>(FBridgman)</p>	<p>Education</p> <p>Students will become familiar with sociological explanations of the following content:</p> <ul style="list-style-type: none"> • the role and functions of the education system, including its relationship to the economy and to class structure • differential educational achievement of social groups by social class, gender and ethnicity in contemporary society • relationships and processes within schools, with particular reference to teacher/pupil relationships, pupil identities and subcultures, the hidden curriculum, and the organisation of teaching and learning • the significance of educational policies, including policies of selection, marketisation and privatisation, and policies to achieve greater equality of opportunity or outcome, for an understanding of the structure, role, impact and experience of and access to education; the impact of globalisation on educational policy. 	<p>All of the three Assessment objectives will be assessed.</p> <p>Students will undertake the following:</p> <ul style="list-style-type: none"> • Show knowledge and understanding of key theories (AO1) • Apply theories to the role of the education system and use evidence to support the reasons for underachievement due to class, gender and ethnicity (AO2) • Evaluate each of the theories of Functionalism, Marxism, Feminism, New Right, Social Action and Postmodernism (AO3) • Show knowledge and understanding of relationships and processes within school and the different educational policies and how they have shaped the current education system (AO1) <p>Formative assessment will take the form of 1. Seneca self mark tasks or reading – either pre reading from the textbook or a relevant article or reading related to a previous topic to support interleaving.</p> <p>In addition to the above, students will complete an exam essay at the end of each topic using PEEEL or PEEL to help develop an awareness of how to demonstrate each of the AOs clearly in their writing.</p>	<p>Meritocracy</p> <p>Ideological State Apparatus (ISA)</p> <p>Repressive State Apparatus (RSA)</p> <p>Social Mobility</p> <p>Social cohesion</p> <p>Particularistic values</p> <p>Universalistic Values</p> <p>Hidden Curriculum</p> <p>False Consciousness</p> <p>Habitus</p> <p>Hegemony</p> <p>Cultural Capital</p> <p>Labelling</p> <p>Halo effect</p> <p>Self- fulfilling prophecy</p> <p>Educational triage</p> <p>Subcultures</p> <p>Cultural deprivation</p> <p>Elaborated code</p> <p>Restricted code</p> <p>Ethnocentrism</p> <p>Marketisation</p> <p>Parentocracy</p>
<p>Super Curricular</p>	<ul style="list-style-type: none"> - Use of super curricula resources - Students can complete a wider reading project - Keith Trobe – principal AQA examiner to do session on exam skills and technique. - Sociology review journal 		

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<p>Year 12</p> <p>Summer Term</p> <p>(FBR & SDY)</p>	<p>Methods in Context Students must be able to apply sociological research methods to the study of education.</p> <p>Theory and Methods Students must examine the following areas:</p> <ul style="list-style-type: none"> quantitative and qualitative methods of research; research design sources of data, including questionnaires, interviews, participant and non-participant observation, experiments, documents and official statistics the distinction between primary and secondary data, and between quantitative and qualitative data the relationship between positivism, interpretivism and sociological methods; the nature of 'social facts' the theoretical, practical and ethical considerations influencing choice of topic, choice of method(s) and the conduct of research 	<p>All of the three Assessment objectives will be assessed.</p> <p>Students will undertake the following:</p> <ul style="list-style-type: none"> Show knowledge and understanding of positivist and interpretivist, preferred research methods (AO1) Apply knowledge of the Practical, Ethical and Theoretical issues with each of the research methods learned to evaluate the strengths and weaknesses (AO3) Application of key research as evidence to support arguments (AO2) For Methods in context, students should be able to evaluate the research method in relation to the research context (AO2 and AO3) <p>Formative assessment will take the form of 1. Seneca self mark tasks or reading – either pre reading from the textbook or a relevant article or reading related to a previous topic to support interleaving.</p> <p>In addition to the above, students will complete an exam essay at the end of each topic using PEEEL or PEEL to help develop an awareness of how to demonstrate each of the AOs clearly in their writing.</p>	<p>Positivism Social facts Quantitative data Qualitative data Macro approach Micro approach Verstehen Informed consent Reliability Validity Primary data Secondary data Public documents Personal documents Hypothesis Victim survey Hawthorne effect Sample Representative sample Sampling frame Pilot survey Interviewer bias Overt and Covert Triangulation Methodological pluralism</p>
<p>Super Curricular</p>	<ul style="list-style-type: none"> Use of super curricula resources Students can complete a wider reading project Keith Trobe – principal AQA examiner to do session on exam skills and technique. Sociology review journal 		

Year / Term	Unit of Work	Assessment	Key Literacy Terms/Concepts
<p>Year 13</p> <p>Autumn Term</p> <p>(FBridgman)</p>	<p>Crime and Deviance</p> <p>Students are expected to be familiar with sociological explanations of the following content:</p> <ul style="list-style-type: none"> • Crime, deviance, social order and social control • The social distribution of crime and deviance by ethnicity, gender and social class, including recent patterns and trends in crime • Globalisation and crime in contemporary society; the media and crime; green crime; human rights and state crimes • Crime control, surveillance, prevention and punishment, victims, and the role of the criminal justice system and other agencies. 	<p>All of the three Assessment objectives will be assessed.</p> <p>Students will undertake the following:</p> <ul style="list-style-type: none"> • Show knowledge and understanding of key theories (AO1) • Apply theories to the social distribution of crime by class, gender and ethnicity (AO2) • Evaluate left and right realist views (AO3) • Show knowledge and understanding of globalisation and how it impacts upon crime (AO1 and AO3) • Apply theories to crime in contemporary society including green and state crimes (AO2) • Demonstrate knowledge of the role of the criminal justice system (AO1) <p>Formative assessment will take the form of 1. Seneca self mark tasks or reading – either pre reading from the textbook or a relevant article or reading related to a previous topic to support interleaving.</p> <p>In addition to the above, students will complete an exam essay at the end of each topic using PEEEL or PEEL to help develop an awareness of how to demonstrate each of the AOs clearly in their writing.</p>	<p>Social control</p> <p>Deviance</p> <p>White collar crime</p> <p>Corporate crime</p> <p>Delinquency</p> <p>Status frustration</p> <p>Techniques of neutralisation</p> <p>Hegemony</p> <p>Moral panic</p> <p>Primary deviance</p> <p>Secondary deviance</p> <p>Master status</p> <p>Deviant career</p> <p>Institutional racism</p> <p>Hegemonic masculinity</p> <p>Victimology</p>
<p>Super Curricular</p>	<ul style="list-style-type: none"> - Sociology in Action Conference - Use of super curricula resources - Keith Trobe – principal AQA examiner to do session on exam skills and technique. - Sociology review journal 		

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<p>Year 13</p> <p>Spring/Summer Term</p> <p>(FBR)</p>	<p>The Media</p> <p>Students are expected to be familiar with sociological explanations of the following content:</p> <ul style="list-style-type: none"> • The new media and their significance for an understanding of the role of the media in contemporary society • The relationship between ownership and control of the media • The media, globalisation and popular culture • The processes of selection and presentation of the content of the news • Media representations of age, social class, ethnicity, gender, sexuality and disability • The relationship between the media, their content and presentation, and audiences. 	<p>All of the three Assessment objectives will be assessed.</p> <p>Students will undertake the following:</p> <ul style="list-style-type: none"> • Show knowledge and understanding of representations of different social groups within the media (AO1) • Apply theories to the role of the media in contemporary society (AO2) • Evaluate Marxist, Pluralist and Postmodern views in relation to the new media, globalisation and popular culture and the relationship between ownership and control (AO3) • Recall the studies and research relating to audience effects showing knowledge of both passive and active audience approaches AO1) <p>Formative assessment will take the form of 1. Seneca self mark tasks or reading – either pre reading from the textbook or a relevant article or reading related to a previous topic to support interleaving.</p> <p>In addition to the above, students will complete an exam essay at the end of each topic using PEEEL or PEEL to help develop an awareness of how to demonstrate each of the AOs clearly in their writing.</p>	<p>Social Media</p> <p>Bias</p> <p>Synergy</p> <p>Technological convergence</p> <p>Ideology</p> <p>Neophiliacs</p> <p>Preferred or dominant reading</p> <p>Negotiated reading</p> <p>Oppositional reading</p> <p>Citizen journalism</p> <p>Hegemony</p> <p>News Values</p> <p>Agenda setting</p> <p>Gatekeeping</p> <p>Pluralism</p> <p>Tabloidization</p> <p>Global village</p> <p>Globalisation</p> <p>Popular culture</p> <p>Mass culture</p> <p>Low culture</p> <p>High culture</p> <p>Cultural homogenization</p> <p>Cultural imperialism</p> <p>Hybridization</p> <p>Hyperreality</p> <p>Simulacra</p> <p>Moral panic</p> <p>Deviancy amplification</p> <p>Primary definers</p> <p>Churnalism</p> <p>Male gaze</p> <p>Symbolic annihilation</p> <p>Folk devils</p> <p>Glass ceiling</p> <p>Digital underclass</p>
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