

**Subject: Sociology****Qualification: A level****Course overview**

Students' study will focus on the society we live in, and how social characteristics can affect the life chances and experiences of individuals. They will develop their critical thinking and understanding about the world and their place in it. Students will study the impact the individual and society have on families and education. Students will examine society from different perspectives such as Marxism or Feminism and contrasting right wing approaches. Finally, students will study the 'Sociology of Crime and Deviance' and learn how sociologists, scrutinise and rationalise criminal behaviour.

**How is the course assessed?**

Grade A\*-E awarded. Assessment consists of three 2-hour examinations, each linked to two course components, each equating to a third of the overall A level. Questions are a mixture of short answers and essays, but predominantly essay based.

**Where can sociology take you?**

Completion of this qualification will give between 16 and 56 UCAS points, to gain entry onto a degree course or entry into the workplace. Sociology can lead to further study and careers including education, law and management, social work and international relations.

**Case Study**

<b>Year Group and Term</b>	<b>Subject Knowledge</b>	<b>Assessment</b>	<b>Curriculum/CIAG Links</b>
<b>Year 12 Term 1</b>	What is sociology? An introduction to the key themes of socialisation and power Sociological perspectives Families and Households	Initial base line assessment based on socialisation and culture in week 2	CIAG Growth mindset What is the difference between an A level and a GCSE? Where can sociology take you?

	<ul style="list-style-type: none"> <li>• the nature of childhood, and changes in the status of children in the family and society</li> <li>• gender roles, domestic labour and power relationships within the family in contemporary society</li> </ul>	20-mark essay questions completed without timed conditions	
<b>Year 12 Term 2</b>	<p>Families and households</p> <ul style="list-style-type: none"> <li>• the relationship of the family to the social structure and social change, with particular reference to the economy and to state policies</li> <li>• 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</li> <li>• demographic trends in the United Kingdom since 1900: birth rates, death rates, family size, life expectancy, ageing population, and migration and globalisation</li> </ul>	<p>The three essay structures for 10-mark outline and explain, 10 mark apply and analyse and 20 mark essays will be assessed in class and homework. Initial focus on peer and self-marking to improve understanding of A level requirements</p> <p>Mock assessment completed using 50% extra time</p>	<p>Builds on term 1 knowledge of sociological perspectives</p> <p>Patterns and diversity links back to couples</p> <p>Demography links back to childhood</p> <p>CIAG</p> <p>Discussion of career opportunities linked to legislation</p>
<b>Year 12 Term 3</b>	<p>Education with Theory and Methods</p> <ul style="list-style-type: none"> <li>• Introduction to education with educational policy from 1870 to current</li> <li>• Macro sociological perspectives on education</li> </ul>	<p>Exam questions to assess Families</p> <p>Introduction of Education and research methods exam</p>	<p>Builds on term 1 knowledge of sociological perspectives, socialisation processes and power hierarchies</p> <p>CIAG</p>

	<p>Functionalism New Right Marxist</p> <ul style="list-style-type: none"> <li>• the role and functions of the education system, including its relationship to the economy and to class structure</li> <li>• quantitative and qualitative methods of research; research design</li> <li>• sources of data, including questionnaires, interviews, documents and official statistics</li> <li>• the distinction between primary and secondary data, and between quantitative and qualitative data</li> <li>• the relationship between positivism, interpretivism and sociological methods; the nature of 'social facts'</li> <li>• the theoretical, practical and ethical considerations influencing choice of topic, choice of method(s) and the conduct of research</li> </ul>	<p>questions 4, 6, 10, 20 and 30 mark questions</p>	<p>Discussion of university access</p>
<p><b>Year 12 Term 4</b></p>	<ul style="list-style-type: none"> <li>• 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</li> <li>• sources of data participant and non-participant observation, experiments</li> </ul>	<p>Mock paper set in timed conditions to assess Paper 1 and/or 2 based on content covered</p>	<p>Builds on sociological perspectives Links to term 3 content on research methods Links to social policies within the family CIAG</p>

	<ul style="list-style-type: none"> <li>• differential educational achievement of social groups by social class, gender and ethnicity in contemporary society</li> <li>• 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</li> </ul>		Discussion on blocked opportunities that can arise within education and ways to overcome them
<b>Year 12 Term 5</b>	<p>Methods in context Applying sociological research methods to the study of education</p>	Exam questions set in class and for homework to practice exam structure and assess content knowledge	Requires all Term 3 and 4 content
<b>Year 12 Term 6</b>	<p>Revision for end of year assessment Theories and methods</p> <ul style="list-style-type: none"> <li>• consensus, conflict, structural and social action theories</li> <li>• the nature of science and the extent to which Sociology can be regarded as scientific</li> <li>• the relationship between theory and methods</li> </ul> <p>Create own research project</p>	<p>Mock papers to cover all Year 12 content</p> <p>Paper 1 education and research methods 80 marks 2 hours</p> <p>Paper 2 Families 40 marks 1 hour</p>	<p>Links to term 3, 4 and 5 theories and methods</p> <p>Synoptic topics that rely on making links between all Year 12 and 13 content</p> <p>CIAG</p> <p>Independent research project created linked to own career paths to support references</p>

<p><b>Year 13 Term 1</b></p>	<p>Beliefs in Society</p> <ul style="list-style-type: none"> <li>• Sociological theories of religion including functionalism, Marxism, feminism and Weberianism</li> <li>• the relationship between social change and social stability, and religious beliefs, practices and organisations</li> <li>• the relationship between different social groups and religious/spiritual organisations and movements, beliefs and practices</li> <li>• the significance of religion and religiosity in the contemporary world, including the nature and extent of secularisation in a global context, and globalisation and the spread of religions</li> </ul>	<p>Timed essay questions from year 12 once fortnightly to be peer or self-assessed</p> <p>Practice questions on current content set as homework</p>	<p>Links back to sociological perspectives in families and education</p>
<p><b>Year 13 Term 2</b></p>	<ul style="list-style-type: none"> <li>• religious organisations, including cults, sects, denominations, churches and New Age movements, and their relationship to religious and spiritual belief and practice</li> <li>• ideology, science and religion, including both Christian and non-Christian religious traditions</li> </ul> <p>Revision for mock exams</p>	<p>Mock papers to include Paper 2 families and beliefs 2 hours 80 marks</p>	<p>Links to Year 12 Yerm 6 is sociology a science? Requires Term 1 knowledge</p>
<p><b>Year 13 Term 3</b></p>	<p>Crime and Deviance</p> <ul style="list-style-type: none"> <li>• crime, deviance, social order and social control</li> </ul>	<p>Timed essay questions from Year 12 once fortnightly to be peer or self-assessed</p>	<p>Links back to family, education and beliefs sociological perspectives</p>

	<ul style="list-style-type: none"> <li>• sociological theories of crime including functionalism, Marxism, Neo-Marxism, Left Realism, Right Realism, Interactionism, Postmodernism</li> <li>• the social distribution of crime and deviance by ethnicity, gender and social class, including recent patterns and trends in crime</li> </ul>	Practice questions on current content set as homework	Postmodernism links back to beliefs and globalisation Gender, ethnicity and class within education to link to crime
<b>Year 13 Term 4</b>	<p>Crime and Deviance</p> <ul style="list-style-type: none"> <li>• globalisation and crime in contemporary society; the media and crime; green crime; human rights and state crimes</li> <li>• crime control, surveillance, prevention and punishment, victims, and the role of the criminal justice system and other agencies</li> </ul>	Mock Paper 3 Crime and deviance with theories and research methods 2 hours 80 marks	Links to Term 3 crime
<b>Year 13 Term 5</b>	<p>Theories and methods</p> <ul style="list-style-type: none"> <li>• debates about subjectivity, objectivity and value freedom</li> <li>• the relationship between Sociology and social policy</li> <li>• the concepts of modernity and post-modernity in relation to sociological theory</li> </ul> <p>Revision of all content</p>	<p>Practice papers in timed conditions in lesson</p> <p>Mapping out exam answers though modelled planning</p> <p>Peer and self-assessment</p>	<p>Links to Term 3, 4 and 5 theories and methods</p> <p>Synoptic topics that rely on making links between all Year 12 and 13 content</p>
<b>Year 13 Term 6</b>	Revision sessions available until the last paper is completed		

For further information on this course please contact:

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