

INTENT: Curriculum Overview (Year 12) AS SOCIOLOGY

<p>A learner in Year 12 will know: <i>The topics of families and households, education, research methods and methods in context; sociological perspectives towards all topics, along with how to apply content through exam technique.</i></p>			<p>A learner in Year 12 will be able to: <i>apply exam technique correctly through a PEEEL approach, be able to analyse and evaluate sociological perspectives against each other, use accurate/relevant subject terminology, recall a range of sociologists, demonstrate an understanding of up to date examples from society as evidence and be able to apply research methods to educational topics.</i></p>		
A: Paper 2: Introduction to perspectives and Families and Households	B: Paper 2: Families and Households with research methods	C: Paper 1: Education	D: Paper 1: Education with Methods in Context	E: Revision of AS content	F: Introduction to year 13 (A2 content) Paper 1 and 3: Theory and Methods
<p>Term 1</p> <p><i>Transition unit with introduction to Course and Perspectives.</i></p> <p><i>Topics – Families and Households</i></p>	<p>1:1: Introduction to perspectives and Families and Households</p>		<p>1:2: Families and Households with research methods</p>		<p>Autumn % Assessment (<i>ensure differentiated assessment is planned too</i>)</p>
	<p><u>Knowledge:</u> Transition Unit =</p> <ol style="list-style-type: none"> Introduction to course/bridging task Perspectives - Marxism, functionalism, feminism and social action theories <p>Families and Households =</p> <ol style="list-style-type: none"> Changing patterns of marriage, cohabitation, separation, divorce, child-bearing and the life-course, and the diversity of contemporary family and household structures. The relationship of the family to the social structure and social change, with particular reference to the economy and to state policies. <p><u>Skills:</u> Understanding of perspectives, recall key sociologists, identify relevant evidence from society, planning essay responses, analysing perspectives, use relevant subject terminology, apply contextual understanding to highlight analysis, demonstrate fluency with AO1/A02/A03 skills, accuracy and precision in academic writing and know how to spell key words/terminology correctly.</p> <p><u>Formative Assessment:</u> Baseline Test – Bridging task (20 marks) Transition Essay – 2 Perspectives (20 marks) Pit Stops after each topic: focus on smaller questions (2/6/10 marks) End Assessment: Essay response (20 marks)</p>		<p><u>Knowledge:</u> Families and Households =</p> <ol style="list-style-type: none"> The nature and extent of changes within the family, with reference to gender roles, domestic labour and power relationships The nature of childhood, and changes in the status of children in the family and society Demographic trends in the UK since 1900; reasons for changes in birth rates, death rates and family size <p>Research Methods =</p> <ol style="list-style-type: none"> Quantitative and qualitative methods of research; their strengths and limitations; research design Sources of data, including questionnaires, interviews, participant and non-participant observation, experiments, documents and official statistics; the strengths and limitations of these sources 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><u>Skills:</u> Understanding of perspectives, recall key sociologists, identify relevant evidence from society, planning essay responses, analysing perspectives, use relevant subject terminology, apply contextual understanding to highlight analysis, demonstrate fluency with AO1/A02/A03 skills, accuracy and precision in academic writing and know how to spell key words/terminology correctly. Understand PET technique when conducting research and identify strengths and limitations through research methods.</p>		<p>Knowledge coverage: Families and Households</p> <p>Skills tested:</p> <p>AO1-Knowledge and understanding AO2- concepts/evidence/ Sociologists/perspectives AO3- Analysis and evaluation</p> <p>Assessment style/questions:</p> <p>Definition (2 marks) Using an example (2 marks) Outline (6 marks) Evaluate using the item (20 marks)</p>

	<p><u>End point:</u> Students can understand and respond to an essay style question based on perspectives/topics covered. Students can identify strengths and limitations of each perspective and analyse and apply evidence/evaluation and use PEEEL structure. Students can construct an academic essay in response to the question and item (if given).</p>	<p><u>Formative Assessment:</u> Pit Stops after each topic: focus on smaller questions (2/6/10 marks) 2x Essay response every 2 weeks (20 marks) PPE: Christmas assessment – 2/2/6/20 (40 marks)</p> <p><u>End point:</u> Students can understand and respond to an essay style question based on perspectives/topics covered. Students can identify strengths and limitations of each perspective and analyse and apply evidence/evaluation and use PEEEL structure. Students can construct an academic essay in response to the question and item (if given). Students can understand strengths and limitations of using different research methods and how to apply them through PET (Practical, ethical and theoretical) technique.</p>	
Term 2	<p>2:1 Education</p> <p><u>Knowledge:</u></p> <p>Education =</p> <ol style="list-style-type: none"> 1. The role and purpose of education, including vocational education and training, in contemporary society 2. Differential educational achievement of social groups by social class, gender and ethnicity in contemporary society 3. Relationships and processes within schools, with particular reference to teacher/pupil relationships, pupil subcultures, the hidden curriculum, and the organisation of teaching and learning <p><u>Skills:</u> Understanding of perspectives, recall key sociologists, identify relevant evidence from society, planning essay responses, analysing perspectives, use relevant subject terminology, apply contextual understanding to highlight analysis, demonstrate fluency with AO1/AO2/AO3 skills, accuracy and precision in academic writing and know how to spell key words/terminology correctly.</p> <p><u>Formative Assessment:</u> Pit Stops after each topic: focus on smaller questions (2/6/10 marks) 2x Essay response every 2 weeks (20 marks) PPE: Spring assessment – 4/16/2/2/6/20 (60 marks)</p>	<p>2:2: Education with Methods in Context</p> <p><u>Knowledge:</u></p> <p>Education =</p> <ol style="list-style-type: none"> 4. The significance of educational policies, including selection, comprehensivisation and marketisation, for an understanding of the structure, role, impact and experience of education 5. The application of sociological research methods to the study of education. <p><u>Methods in Context =</u></p> <p>Each Research method from Term 1.2 should be examined:</p> <ul style="list-style-type: none"> • in terms of its general strengths and limitations; and • in terms of its usefulness in the study of educational issues. <p><u>Skills:</u> Understanding of perspectives, recall key sociologists, identify relevant evidence from society, planning essay responses, analysing perspectives, use relevant subject terminology, apply contextual understanding to highlight analysis, demonstrate fluency with AO1/AO2/AO3 skills, accuracy and precision in academic writing and know how to spell key words/terminology correctly. Understand PERVERT technique when answering Methods and Contexts essay questions applying research/strengths and limitations to educational topics.</p> <p><u>Formative Assessment:</u> Pit Stops after each topic: focus on smaller questions (2/6/10 marks) 2x Essay response every 2 weeks (20 marks)</p>	<p>Spring % Assessment (<i>ensure differentiated assessment is planned too!</i>)</p> <p>Knowledge coverage: Families and Households with Research Methods</p> <p>Skills tested:</p> <p>AO1-Knowledge and understanding AO2- concepts/evidence/ Sociologists/perspectives AO3- Analysis and evaluation</p> <p>Assessment style/questions:</p> <p>Research Methods – Outline (4 marks) Evaluate (16 marks) F&H - Definition (2 marks) Using an example (2 marks) Outline (6 marks) Outline and explain (10 marks) Evaluate using the item (20 marks)</p>

	<p><u>End point:</u> Students can understand and respond to an essay style question based on perspectives/topics covered. Students can identify strengths and limitations of each perspective and analyse and apply evidence/evaluation and use PEEEL structure. Students can construct an academic essay in response to the question and item (if given).</p>	<p><u>End point:</u> Students can understand and respond to an essay style question based on perspectives/topics covered. Students can identify strengths and limitations of each perspective and analyse and apply evidence/evaluation and use PEEEL structure. Students can construct an academic essay in response to the question and item (if given). Students can apply research methods to educational topics using correct PERVERT structure.</p>	
Term 3	<p>3:1: Revision</p> <p><u>Knowledge:</u> Families and Households, education topics, research methods, methods in contexts, sociologists and key examples</p> <p>Variety of revision resources given through detailed revision packs for each topic at the end of each term for students to become independent learners.</p> <p><u>Skills:</u> Understanding essay questions, planning accurate responses, identifying relevant strengths and limitations, analysing items and studies, applying contextual knowledge, comparing and making links across topics.</p> <p><u>Formative Assessment:</u> Summer Mock exam – Past Paper 1 AS exam (60 marks)</p> <p><u>End point:</u> Grade in Mock exam to assess appropriate intervention for year 13 content.</p>	<p>3:2: Introduction to Year 13 (A2 content) Paper 1 and 3: Theory and Methods</p> <p><u>Knowledge:</u></p> <p>Theory and Methods =</p> <ol style="list-style-type: none"> 1. Consensus, conflict, structural and social action theories 2. The concepts of modernity and post-modernity in relation to sociological theory 3. The nature of science and the extent to which sociology can be regarded as scientific 4. The relationship between theory and methods 5. Debates about subjectivity, objectivity and value freedom 6. The relationship between sociology and social policy. <p><u>Skills:</u> Understanding of perspectives and research approaches, recall key sociologists, identify relevant evidence from society, planning responses to 10 mark questions, analysing perspectives, use relevant subject terminology, apply contextual understanding to highlight analysis, demonstrate fluency with AO1/AO2/AO3 skills, accuracy and precision in academic writing and know how to spell key words/terminology correctly.</p> <p><u>Formative Assessment:</u> Pit Stops after each topic: focus on 10 mark questions Students asked to undergo their own research project this half term on a sociological topic of their choice to present at end to promote independent learners and an interest in other areas of sociology.</p> <p><u>End point:</u> Students can understand the year 13 course and the removal of shorter questions to longer essay style questions. Students can identify strengths and limitations of each theory along with key sociologists and their arguments. Student can begin to understand sociological approaches to perspectives and analyse and apply evidence/evaluation through a PEEEL structure for ten mark questions.</p>	<p>Summer % Assessment <i>(ensure differentiated assessment is planned too)</i></p> <p>Knowledge coverage: Education with Methods in Context</p> <p>Skills tested: AO1-Knowledge and understanding AO2- concepts/evidence/ Sociologists/perspectives AO3- Analysis and evaluation</p> <p>Assessment style/questions: Definition (2 marks) Using an example (2 marks) Outline (6 marks) Outline and explain (10 marks) Evaluate using the item (20 marks) Methods in context – evaluate using the item (20 marks)</p>

		Students can begin to understand key arguments towards sociology as a science, being value free/objective and policies towards ethical research	
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