

INTENT: Curriculum Overview (Year 13) A2 SOCIOLOGY

<p>A learner in Year 13 will know: <i>The topics of theory and methods, beliefs and crime and deviance, sociological perspectives towards all topics, along with how to apply content through exam technique.</i></p>		<p>A learner in Year 13 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>			
<p>A: Paper 1 and 3: Theory and Methods Paper 2: Beliefs</p>	<p>B: Paper 2: Beliefs</p>	<p>C: Paper 3: Crime and Deviance</p>	<p>D: Paper 3: Crime and Deviance with Theory and Methods</p>	<p>E: Revision of A level content</p>	<p>F: Revision until final exam</p>
<p>Term 1</p> <p><i>Recap of year 13 content started in year 12 (Theory and Methods).</i></p> <p><i>Topics – Beliefs</i></p>	<p>1:1: Paper 1 and 3: Theory and Methods Paper 2: Beliefs</p>		<p>1:2: Paper 2: Beliefs</p>		<p>Autumn % Assessment (<i>ensure differentiated assessment is planned too</i>)</p>
	<p><u>Knowledge:</u> 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>Beliefs =</p> <ol style="list-style-type: none"> 1. Different theories of ideology, science and religion, including both Christian and non-Christian religious traditions 2. The relationship between religious beliefs and social change and stability <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>Knowledge:</u> Beliefs =</p> <ol style="list-style-type: none"> 3. Religious organisations, including cults, sects, denominations, churches and New Age movements, and their relationship to religious and spiritual belief and practice 4. The relationship between different social groups and religious/spiritual organisations and movements, beliefs and practices 5. The significance of religion and religiosity in the contemporary world, including the nature and extent of secularisation in a global context <p>Families and Households=</p> <ul style="list-style-type: none"> - Revision of year 12 content with year 13 style longer questions - Sessions using the item and how to answer longer questions <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> Pit Stops after each topic: focus on smaller questions (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).</p>	<p>Knowledge coverage: Paper 2: Topics in sociology (Families and households and Beliefs)</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>Families and Households = Outline and Explain (10 marks) Outline and Explain using item (10 marks) Evaluate using the item (20 marks)</p> <p>Beliefs = Outline and Explain (10 marks) Outline and Explain using item (10 marks) Evaluate using the item (20 marks)</p>		

	<p><u>Formative Assessment:</u> Baseline Test – General knowledge recap of AS content (30 marks) Pit Stops after each topic: focus on smaller questions (10 marks) 2x Essay response every 2 weeks (20 marks) End Assessment: Essay response (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>	In-depth revision in preparation for Paper 2 Mock exam.	
Term 2	2:1 Paper 3: Crime and Deviance	2:2: Paper 3: Crime and Deviance with Theory and Methods	Spring % Assessment (<i>ensure differentiated assessment is planned too!</i>)
	<p><u>Knowledge:</u> Crime and Deviance =</p> <ol style="list-style-type: none"> 1. Different theories of crime, deviance, social order and social control 2. The social distribution of crime and deviance by age, ethnicity, gender, locality and social class, including recent patterns and trends in crime 3. Globalisation and crime in contemporary society; the mass media and crime; green crime; human rights and state crimes <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> Pit Stops after each topic: focus on smaller questions (4/610 marks) 2x Essay response every 2 weeks (30 marks) End Assessment: Essay response (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</p>	<p><u>Knowledge:</u> Crime and Deviance =</p> <ol style="list-style-type: none"> 4. Crime control, prevention and punishment, victims, and the role of the criminal justice system and other agencies 5. The sociological study of suicide and its theoretical and methodological implications 6. The connections between sociological theory and methods and the study of crime and deviance. <p>Theory and Methods =</p> <ul style="list-style-type: none"> - Each Research Methods from Term 1.2 should be examined demonstrating a wider range and greater depth of knowledge and understanding - Study the nature of sociological thought and methods of sociological enquiry in greater range and depth, and demonstrate more highly developed skills of application, analysis, interpretation and evaluation than at AS Level. <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 PEEEL technique when answering theory and methods essay questions applying research/strengths and limitations of perspectives.</p> <p><u>Formative Assessment:</u> Pit Stops after each topic: focus on smaller questions (4/6/10 marks) 2x Essay response every 2 weeks (30 marks) PPE: Spring assessment – 4/6/10/30/10/20 (80 marks)</p>	<p>Knowledge coverage: Paper 3: Crime and Deviance with Theory and Methods</p> <p>Skills tested:</p> <p>A01-Knowledge and understanding A02- concepts/evidence/ Sociologists/perspectives A03- Analysis and evaluation</p> <p>Assessment style/questions:</p> <p>Crime and Deviance – Outline (4 marks) Outline (6 marks) Outline and explain using item (10 marks) Evaluate using item (30 marks) Theory and Methods - Outline (10 marks) Evaluate using the item (20 marks)</p>

	<p>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> Internal assessment on Paper 1: Education with Theory of A level content. Any Additional essays/exam questions completed will also be marked by teacher</p> <p><u>End point:</u> Grade in Mock exam to assess appropriate intervention for year 13 content.</p>	<p>3:2: Revision until final exam</p> <p>Same as Term 3.1 with targeted intervention/revision sessions</p>	<p>Summer % Assessment <i>(ensure differentiated assessment is planned too)</i></p> <p>External A level exams</p> <ul style="list-style-type: none"> •Paper 1 – Education with Theory and Methods. (2 hours - 80 marks - 33.3% of A level) •Paper 2 – Topics in Sociology (Families and Households and beliefs in society). (2 hours -80 marks - 33.3% of A level) •Paper 3 – Crime and Deviance with Theory and Methods. (2 hours - 80 marks - 33.3% of A level)