

## Y12 Sociology

The course builds on prior knowledge through building on literacy skills used in KS4 (e.g. point, evidence, explain), use of AO1 knowledge - theories, content, evidence. The skills of evaluation and analysis are explored in GCSE across subjects and then become more developed throughout the course through structured extended writing practice, scaffolded answers and a gradual reduction in the scaffolding provided once students have developed confidence in extended writing. Various strategies used to build on the prior knowledge already learned - e.g. PEE paragraphs become PEEEL paragraphs, concepts of reliability learned in science applied to studies early on in course. AQA spec followed, as they use familiar question types, including short answer and extended writing/essays, which target:

knowledge and understanding (AO1), application (AO2), analysis and evaluation (AO2). The links to today's society and the global world is really important and emphasised in the specification. The standardisation of the marks of questions within the different units means that the students will be able to get a thorough grasp on exam requirements.

The introduction unit focuses on the main perspectives within sociology, key terms and debates in order to develop a strong foundation of knowledge to the study of all the other y12 and 13 units. The Education topic is blended with research methods as there are synoptic links, this is also the approach suggested by the Napier press Sociology textbooks. Starting with this module will familiarise students with all the key debates within sociology and will embed the sociological theories well. The education module provides opportunities for students to complete their own sociological research - something that will be useful for students to begin exploring early on in the course in order to develop skills necessary for module 3. There will be opportunities to revisit previously taught material briefly at the end of module 4, once students have identified their own areas of need following the completion of the y12 course.

Progression of learning will be apparent through students' quality of both short and extended answers, and the ability to answer a variety of practice assessment questions. It will also be apparent through formative assessment within lessons - the ability to explain, apply, analyse and evaluate verbally and in writing. Development in confidence in students' ability to meet all 3 assessment objectives will be apparent.

Year 12 Curriculum	Autumn Term 1 Autumn Term 2 Spring Term 1	Spring Term 2 Summer Term 1
Topic(s)	<p><b>1. Introduction to sociology</b> Understanding the meaning of sociological key terms Identifying the main sociological perspectives Exploring the key debates within sociology, e.g. consensus vs conflict, nature vs nurture, patterns of inequality. Understanding the assessment objectives within sociology.</p> <p><b>2. Education with research methods</b> • the role and functions of the education system, including its relationship to the economy and to class structure</p>	<p><b>4. Families and household</b> • 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</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>• 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>• 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> <p><b>3. Research methods with methods in context - continued into spring term</b></p> <ul style="list-style-type: none"> <li>• quantitative and qualitative methods of research; research design</li> <li>• sources of data, including questionnaires, interviews, participant and non-participant observation, experiments, documents and official statistics             <ul style="list-style-type: none"> <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> </li> </ul>	<p>the family in contemporary society</p> <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>• 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><b>5.</b> Opportunities to revise any aspects of the y12 course/ in which students feel a lack of confidence, before beginning the y13 course. This will be completed following student surveys/1:1 conversations and self reviews.</p>
<p><b>Assessment</b></p>	<p>Through exam questions carried out in lessons and for independent work. Through class discussion and debate as well as group and individual presentations.</p> <p>Exam question practice will be introduced through building on key skills learned within English, e.g. 10/20/30 mark questions: PEE paragraphs become PEEEL paragraphs with the introduction of evaluation, analysis and application to build on skills already in place.</p>	<p>Assessments all based on AQA assessment objectives within sociology:</p> <ul style="list-style-type: none"> <li>• AO1: Demonstrate knowledge and understanding of:             <ul style="list-style-type: none"> <li>• sociological theories, concepts and evidence</li> <li>• sociological research methods</li> </ul> </li> <li>• AO2: Apply sociological theories, concepts, evidence and research methods to a range of issues</li> </ul>

	<p>Evaluation skills and skills of analysis baseline assessment completed at the start of term as summer work.</p> <p>Once exam skills have been introduced self assessment and peer assessment will regularly be used in lessons alongside use of model answers and examiners reports to improve work as part of targeted intervention.</p> <p>1:1 feedback sessions used following summative assessment to discuss progress</p>	<ul style="list-style-type: none"> <li>• AO3: Analyse and evaluate sociological theories, concepts, evidence and research methods in order to: <ul style="list-style-type: none"> <li>• present arguments</li> <li>• make judgements</li> <li>• draw conclusions.</li> </ul> </li> </ul> <p>ALI learning activities and assessments based on A01, A02 and A03 criteria</p>
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### Independent Work

Researching cultures and subcultures, e.g amish  
Use of questionnaires and own independent research to develop understanding of research methods module  
Note taking and feedback on different ways of learning and revising content - developing independent learning skills  
"Key thinkers" fact files completed at the end of modules to aid revision  
Completing scaffolded answers to exam questions applying knowledge learnt in class  
Reflections on current learning needs following summative assessment  
Notes always completed before lesson so lesson time is consolidation of information, building on existing knowledge