




In Malbank School's Social Science department we will develop analytical, empathetic and critical thinkers, giving students opportunities to learn about the causes and motivations behind human behaviour and the consequences, treatments for when behaviours go wrong. We intend on enabling students to become effective communicators and positive contributors to our local community and society as a whole.

Psychologists, in particular, should develop a passion for learning, a problem-solving ability and a solid ethical core which enables them to have a sensitivity towards all individuals, irrespective of gender, class or culture. Sociologists should develop a 'Sociological Imagination'.

Key Stage 5 – Year 12 and 13 AQA Sociology						
	Term 1a and 1b	Term 2	Term 3	Term 4	Term 5	Term 6a
Why has this module been selected for study?	Theories and Methods Education and Methods in Context	Families and Households	Mock Therapy and Prior Knowledge and Skills Consolidation.	Crime and Deviance	Beliefs in Society	Revision and consolidation of Theories and Methods
Why are these topics being studied at this point in the students' KS5 learning journey?	An introduction to Theories and Methods to enable students to begin to think sociologically and from perspective other than their own. Most accessible and immediate experience for students to identify with. Sociology is a theoretical and abstract subject and students find it difficult to grasp without tangible examples. It enables the application of the main theories and for students to form their own judgements on their worth. Additionally, it introduces the opportunity to use primary and secondary research	Also accessible to students as they experience family and relationships first-hand. Enables the application of the main theories and for students to form their own judgements on their worth.	Due to missed classroom opportunities throughout Yr12, for skills development and consolidation, gaps are highlighted in the mock exam and therapy to recover.	This is a compulsory topic that has synoptic elements so needs to be studied towards the end. It is also a substantial unit that needs a full term to cover without significant interruption. Additionally, its synoptic slant requires that students should draw out links with other topics studied in this specification.	More distant for most students but is a topic that enables students to understand the world in a less subjective way. Using the 'sociological imagination' rather than their collective experiences.	To pull together the core themes of Socialisation, culture and identity social AND Differentiation, power and stratification. To consolidate theories that have by now been used to explain a variety of areas of societal life. And to review research methods that have been studied throughout the topics.

	methods within a topic.					
What will students learn? 	<p>Students must study the following two core themes:</p> <ul style="list-style-type: none"> • Socialisation, culture and identity social. • Differentiation, power and stratification <p>Students are expected to be familiar with sociological explanations of the following content:</p> <ul style="list-style-type: none"> • the role and functions of the education system, • differential educational achievement of social groups by social class, gender and ethnicity in contemporary society • relationships and processes within schools. • the significance of educational policies, <p>Students need also to learn about theories and methods here in a basic form, quantitative and qualitative methods of research; research design</p> <ul style="list-style-type: none"> • sources of data, • the distinction between primary and secondary data, and between quantitative 	<p>Students must study the following two core themes:</p> <ul style="list-style-type: none"> • Socialisation, culture and identity social. • Differentiation, power and stratification <p>Students will learn about the relationship of the family to the social structure and social change, with particular reference to the economy and to state policies.</p> <ul style="list-style-type: none"> • 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 	<p>Consolidation of skills and knowledge from Education, Theories and Methods and Family and Households.</p>	<p>Students must study the following two core themes:</p> <ul style="list-style-type: none"> • Socialisation, culture and identity social. • Differentiation, power and stratification <p>Students should know about crime, deviance, social order and social control.</p> <ul style="list-style-type: none"> • 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>Students must study the following two core themes:</p> <ul style="list-style-type: none"> • Socialisation, culture and identity social. • Differentiation power and stratification <p>Students will learn about ideology, science and religion, including both Christian and non-Christian religious traditions.</p> <ul style="list-style-type: none"> • the relationship between social change and social stability, and religious beliefs, practices and organisations • religious organisations, including cults, sects, denominations, churches and New Age movements, and their relationship to religious and spiritual 	<p>Students must study the following two core themes:</p> <ul style="list-style-type: none"> • Socialisation, culture and identity social. • Differentiation, power and stratification <p>Consolidation of Theories and methods covered in Term 1a and subsequently revisited throughout the course.</p>

	<p>and qualitative data</p> <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • consensus, conflict, structural and social action theories • the concepts of modernity and post-modernity in relation to sociological theory • the nature of science and the extent to which Sociology can be regarded as scientific • the relationship between theory and methods • debates about subjectivity, objectivity and value freedom. 	<p>power relationships within the family in contemporary society</p> <ul style="list-style-type: none"> • 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>belief and practice</p> <ul style="list-style-type: none"> • the relationship between different social groups and religious/spiritual organisations and movements, beliefs and practices • 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. 	
Why do we want students to learn this?	Compulsory topic but it also enables students to see how both theory and methods are integral to even the most everyday aspects of society.	Optional but this topic is concrete and tangible and encourages students to practise using their sociological imagination in everyday situations.	To equip them with knowledge and skills to continue with the rest of the course with maximum effect.	Compulsory unit but it is also synoptic. It encompasses opportunities to apply theories and methods and holds problems with gathering information that other topic areas don't have. It gives the most divorced view students are likely to have on social problems, ones they are least likely	Optional and less part of student's everyday life but enables them to explore a topic that is novel and therefore they can practice objectivity and value-freedom whilst learning about wider issues than they experience personally.	

				to experience themselves.		
What character skills will students develop? 	Empathy and understanding of the impact of disadvantage and privilege. Leadership opportunities whilst designing research in small groups. Communication skills when problem solving in small group work.	Empathy through understanding the impact of disadvantage. Students understand British Values. By encouraging students to research, resilience and organisation are practiced. Leadership opportunities whilst designing and conducting research in small groups. Communication skills when problem solving in small group work.	This is a resilience building term where students will understand that perseverance and practice make perfect.	This should give students an understanding of the process of socially constructed information and the importance of labelling others and so should therefore help develop an understanding that behaviour isn't always within the control of the individual. Leadership opportunities whilst designing research in small groups. Communication skills when problem solving in small group work.	Leadership opportunities whilst designing research in small groups. Communication skills when problem solving in small group work.	Leadership opportunities whilst designing research in small groups. Organisation of previously learned knowledge to apply in a synoptic way. Intuition in terms of what methods are the best used in which circumstances. Communication skills when problem solving in small group work.
What practical skills will students develop? 	Independent research to enable the 'sociological imagination'. How to design and implement sociological research using methods listed above. How to research for information from secondary sources. How to interpret data from secondary sources	Students learn how to critically analyse knowledge. They know how to use a variety of research methods to explore sociological issues. Research techniques are learned and practised. How to interpret data from secondary sources	Skills will be consolidated from Education and Family and Household topics.	Students learn how to critically analyse knowledge. They know how to use a variety of research methods to explore sociological issues. Research techniques are learned and practised. How to research for information from secondary sources. How to interpret data from secondary sources	How to research for information from secondary sources. How to interpret data from secondary sources.	How to research for information from secondary sources. How to interpret data from secondary sources

How are students assessed on this unit?	2-hour written exam. 80 marks 33.3% of A level Education: short answer and extended writing, 50 marks Methods in Context: extended writing, 20 marks Theory and Methods: extended writing, 10 marks	2 hour written exam 40 marks 15% of A-level Section A: extended writing, 40 marks	Paper 1 and the topic on paper 2 will assess these skills and this knowledge.	2 hour written exam. 80 marks 33.3% of A-level Crime and Deviance: short answer and extended writing, 50 marks	2 hour written exam 40 marks 15% of A-level Section B: extended writing, 40 marks	2 hour written exam. 80 marks 33.3% of A-level Theory and Methods: extended writing, 30 marks
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