Carmel College Curriculum Implementation – KS5 Long term plan Subject: **Sociology**

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|  | Year 12 | Year 13 |
| Autumn half term 1  Sequential knowledge and skills | **Introduction**   1. Specification and what the study of society is 2. Nature V’s nurture 3. Functionalism 4. Marxism 5. Feminism 6. New Right/Right Realism   **Education**   1. Social class and achievement - differential educational achievement 2. Ethnicity and achievement - differential educational achievement 3. Gender and achievement plus differences in subject choice - differential educational achievement | **Beliefs in Society**   1. Theories of religion – Functionalist, Marxist and feminist theories of religion. 2. Religion and social change - the relationship between social change and social stability, and religious beliefs, practices and organisations. 3. Secularisation – changes in practice and patterns. 4. Religion, renewal and choice - the relationship between different social groups and religious/spiritual organisations and movements, beliefs and practices. 5. Religion in a global context - 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. |
| Assessment Content and methods used to judge learning | The students will complete a knowledge based diagnostic assessment along with a 20-mark essay under timed conditions. They will complete HW tasks requiring application of knowledge, theory and research.  A 20-mark essay will be completed under timed, examination conditions on the Education topic. | The students will complete a 20-mark essay under timed conditions. They will complete HW tasks requiring application of knowledge, theory and research as well as exam questions assessing all the assessment objectives.  A 20-mark essay will be completed completed under timed, examination conditions on the Beliefs in Society topic. |
| Autumn half term 2  Sequential knowledge and skills | **Education Continued**   1. Functions of the UK education system-the role and functions of the education system, including its relationship to the economy and to class structure 2. State policies - 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.   **Research Methods**   1. Choosing Research Methods - quantitative and qualitative methods of research; research design. The theoretical, practical and ethical considerations influencing choice of topic, choice of method(s) and the conduct of research. 2. The distinction between primary and secondary data, and between quantitative and qualitative data 3. Experiments – advantages, disadvantages and examples 4. Questionnaires - advantages, disadvantages and examples 5. Interviews - advantages, disadvantages and examples 6. Observations - advantages, disadvantages and examples 7. Secondary Sources - advantages, disadvantages and examples | **Beliefs in Society Continued**   1. Organisations, movements and members - religious organisations, including cults, sects, denominations, churches and New Age movements, and their relationship to religious and spiritual belief and practice. 2. Ideology and science - ideology, science and religion, including both Christian and non-Christian religious traditions.   **Theories Completed** – this depends on where exactly finished in the summer term of year 12.  **Revision**  Family and households plus beliefs ready for paper 2 assessment in Jan. Other topic revision in preparation for the summer where time allows. |
| Assessment Content and methods used to judge learning | The students will complete a range of research methods examination questions. | The students will complete a paper 2 mock examination on Families and Household’s & Beliefs in Society. It is a 2-hour paper. |
| Spring half term 3  Sequential knowledge and skills | **Research Methods Completed**   1. Methods in Context - Students must be able to apply sociological research methods to the study of education.   **Families and Households**   1. Couples - gender roles, domestic labour and power relationships within the family in contemporary society 2. Childhood - the nature of childhood, and changes in the status of children in the family and society 3. Theories of the Family – Functionalist, Marxist and feminist views of the family 4. Demography - demographic trends in the United Kingdom since 1900: birth rates, death rates, family size, life expectancy, ageing population, and migration and globalisation. 5. Changing Family Patterns - changing patterns of marriage, cohabitation, separation, divorce, childbearing and the life course, including the sociology of personal life | **Crime and Deviance**   1. Functionalist, strain and subcultural theories - crime, deviance, social order and social control - theory explanations. 2. Interactionism and labelling – theory explanations. 3. Class, power and crime – Marxist explanations and examples of abuses of power. 4. Realist theories – 1980’s right and left realist explanations of crime and attempts at reduction. 5. Gender, crime and justice - the social distribution of crime and deviance including recent patterns and trends in crime. 6. Ethnicity, crime and justice - the social distribution of crime and deviance including recent patterns and trends in crime. 7. Crime and the media – role in causing and helping solve crime. Recent changes and development of new crimes. |
| Assessment Content and methods used to judge learning | The students will complete a mock examination which includes a complete Education section plus research methods questions. It is a 1.5-hour paper. | The students will complete a 30-mark Crime and Deviance essay under timed conditions. They will complete HW tasks requiring application of knowledge, theory and research as well as exam questions assessing all the assessment objectives. |
| Spring half term 4 Sequential knowledge and skills | **Families and Households Continued**  6. Family Diversity - the diversity of contemporary family  and household structures  7. Families and Social Policy ­- the relationship of the family  to the social structure and social change, with particular  reference to the economy and to state policies | **Crime and Deviance Continued**  8. Globalisation, green, state and rights - globalisation and crime in  contemporary society.  9. Control, punishment and victims - crime control, surveillance,  prevention and punishment, victims, and the role of the criminal  justice system and other agencies.  **Revision** |
| Assessment Content and methods used to judge learning | The students will complete HW tasks requiring application of knowledge, theory and research as well as exam questions assessing all the assessment objectives.  The students will complete a range of Families & Households examination questions. | There will be continual assessment in preparation for the final examinations using a range of questions from all areas of the two-year course.  The students will complete sections of a paper 3 exam under timed conditions. |
| Summer half term 5 Sequential knowledge and skills | **Course Revision and Consolidation**  **Theory and Methods**   1. Quantitative V Qualitative - the relationship between positivism, interpretivism and sociological methods. 2. Value Free V Value Laden - debates about subjectivity, objectivity and value freedom. 3. Science or non-science? - the nature of ‘social facts’ linked to positivist and interpretivism. The nature of science and the extent to which Sociology can be regarded as scientific. 4. Functionalism – theory detail and difference between consensus and conflict. | Final examination preparation including focus on examination techniques.  Paper 1, 2 and 3 external examinations. |
| Assessment Content and methods used to judge learning | The students will complete HW tasks requiring application of knowledge, theory and research in preparation for the mock exam assessing year 1 content. | There will be continual assessment in preparation for the final examinations using a range of questions from all areas of the two-year course. |
| Summer half term 5  Sequential knowledge and skills | **Theory and Methods Continued**   1. Realisms – Right and Left Realisms as an explanation of crime in the 1980’s 2. Marxism - theory detail and difference between consensus and conflict. 3. Feminism - theory detail and difference between consensus and conflict. 4. Social Action Theory - theory detail and difference between structural and social action theories. 5. Postmodernism - the concepts of modernity and post-modernity in relation to sociological theory. 6. Sociology and Social Policy - the relationship between Sociology and social policy. | N/A |
| Assessment Content and methods used to judge learning  Assessment | The students will complete a mock exam assessing all of year 12 content. It is a 2-hour paper. | N/A |