

CURRICULUM AND ASSESSMENT PLAN

SOCIOLOGY

YEAR 12



INTENT

The AQA A Level Sociology curriculum is designed to develop students' critical thinking, analytical skills, and sociological understanding of the world around them. Through the study of key topics such as families, education, crime and deviance, and sociological theory and methods, students explore how social structures, cultures, and institutions shape human behaviour and influence life chances. The curriculum encourages learners to question assumptions, engage with contemporary social issues, and understand the impact of factors such as class, gender, ethnicity, and age on social experiences and outcomes. Our intent is to promote academic rigour, independence of thought, and a strong sense of social awareness. Students are supported to evaluate evidence, apply sociological theory, and articulate well-reasoned arguments. The curriculum is inclusive and diverse, reflecting a wide range of perspectives to foster respect, tolerance, and a commitment to social justice. By the end of the course, students are equipped with the knowledge and transferable skills needed for higher education and careers in a range of fields and leave with a lasting curiosity about society and its continual transformation.

	Conscious Curriculum Links	If students study English Literature, they will study Karl Marx who has an overriding link with Marxism, a key sociological perspective. They will also study elements of feminism, another key sociological perspective. If students study psychology or health and social care, they will be adept in research methods. If students study PRE, they will study Liberation Theology, Gender and Theology/ Society and Secularism, linking with 'Beliefs in Society'. In Health and Social Care, students will be aware of equality and social justice within healthcare. In Criminology, students will study the sociology of crime, linking to Crime and Deviance.
	A-Level course	<b>Exam board:</b> AQA <b>Exams:</b> 3 x 2-hour exams <b>Paper 1 topics:</b> Education, Research methods and methods in context. <b>Paper 2 topics:</b> Families and Households, Beliefs in Society <b>Paper 3 topics:</b> Crime and Deviance, Theory and Methods
	Extra-curricular activities	Students will be given opportunity to go on a Tutor2U event at Star City cinema in Birmingham. They will also be able to attend guest lectures from universities, though these can vary year-on-year.

AUTUMN		SPRING	SUMMER	
TOPIC/KNOWLEDGE	<b>INTRODUCTION TO SOCIOLOGY</b> <ul style="list-style-type: none"><li>An introduction to socialisation, norms and values, and to different sociological perspectives (Functionalism, Marxism, Feminism, Social Action).</li></ul> <b>EDUCATION</b> <b>Students are expected to be familiar with sociological explanations of the following content:</b> <ul style="list-style-type: none"><li>the role and functions of the education system, including its relationship to the economy and to class structure</li><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>	<b>RESEARCH METHODS AND METHODS IN CONTEXT</b>  <b>Methods in Context:</b> Students must be able to apply sociological research methods to the study of education.  <b>Theory and Methods:</b> Students must examine the following areas: <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</li><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><li>consensus, conflict, structural and social action theories</li><li>the concepts of modernity and post-modernity in relation to sociological theory</li><li>the nature of science and the extent to which Sociology can be regarded as scientific</li><li>the relationship between theory and methods</li><li>debates about subjectivity, objectivity and value freedom</li><li>the relationship between Sociology and social policy.</li></ul>	<b>FAMILIES AND HOUSEHOLDS</b> <b>Students are expected to be familiar with sociological explanations of the following content:</b> <ul style="list-style-type: none"><li>the relationship of the family to the social structure and social change, with particular reference to the economy and to state policies</li><li>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</li><li>gender roles, domestic labour and power relationships within the family in contemporary society</li><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>	
	- Knowledge recall - Application of sociological concepts and studies - Analysis of sociological impact of studies and concepts - Evaluation of sociological studies, concepts and findings. - Critical thinking - Analytical reasoning.			
ASSESSMENT	<b>The exams will measure how students have achieved the following assessment objectives.</b> <b>AO1: Demonstrate knowledge and understanding of:</b> <ul style="list-style-type: none"><li>sociological theories, concepts and evidence</li><li>sociological research methods</li></ul> <b>AO2: Apply sociological theories, concepts, evidence and research methods</b> to a range of issues <b>AO3: Analyse and evaluate sociological theories, concepts, evidence and research methods</b> in order to: <ul style="list-style-type: none"><li>present arguments</li><li>make judgements</li><li>draw conclusions.</li></ul> Each topic will have an end of topic assessment which will be teacher marked, as well as regular exam practice through lessons and homework. Mock exams will also take place according to the academy calendar.			
VOCAB	<b>Introductory Vocab:</b> Primary and Secondary Socialisation Nature vs Nurture Culture Norms Values Status and role Consensus and conflict Structural vs Social Action	<b>Education:</b> Material Deprivation Cultural Deprivation Internal/External Factors Subcultures Cultural Capital Labelling/ Self-fulfilling prophecy Meritocracy	<b>Research Methods:</b> Primary and Secondary Sources Quantitative and qualitative data Practical/ Ethical/ Theoretical Validity Representativeness Reliability Research Characteristics	<b>Families and Households:</b> Division of labour Instrumental and expressive roles Social construct Demography Dependency Ratio Ageing population Stigma Secularisation

READING SKILLS

In sociology we use the careful reading strategy – before we read, we pre-teach vocabulary and practise this, during reading we highlight key terminology; after reading we complete comprehension questions and discuss and challenge ideas.

Books that our A-Level students could read include foundational texts such as 'Thinking Sociologically' by Zygmunt Bauman and 'Understanding Classical Sociology' by Hughes and Sharrock.

Students should also regularly read news articles on contemporary issues.

PERSONAL DEVELOPMENT

**CAREERS** – Students will be encouraged to pursue careers in social policy, social work, education and health care.

**CORE** – Students develop empathy skills through studying under/ misrepresented groups in society. They develop reasoning skills and careful listening through regular discussion and debate.

SUPPORTING STUDENTS AT HOME

Students should complete any lessons in their books that they have missed due to absence.

Students will be given a set of knowledge organisers, statistic packs and other revision resources each topic at A-Level.

Exam practice is the best way to improve grades over time. We encourage students to complete as many questions as possible throughout the course and should also do this at home.

CURRICULUM AND ASSESSMENT PLAN




SOCIOLOGY

YEAR 13



The AQA A Level Sociology curriculum is designed to develop students' critical thinking, analytical skills, and sociological understanding of the world around them. Through the study of key topics such as families, education, crime and deviance, and sociological theory and methods, students explore how social structures, cultures, and institutions shape human behaviour and influence life chances. The curriculum encourages learners to question assumptions, engage with contemporary social issues, and understand the impact of factors such as class, gender, ethnicity, and age on social experiences and outcomes. Our intent is to promote academic rigour, independence of thought, and a strong sense of social awareness. Students are supported to evaluate evidence, apply sociological theory, and articulate well-reasoned arguments. The curriculum is inclusive and diverse, reflecting a wide range of perspectives to foster respect, tolerance, and a commitment to social justice. By the end of the course, students are equipped with the knowledge and transferable skills needed for higher education and careers in a range of fields and leave with a lasting curiosity about society and its continual transformation.

INTENT

	<b>Conscious Curriculum Links</b>	If students study English Literature, they will study Karl Marx who has an overriding link with Marxism, a key sociological perspective. They will also study elements of feminism, another key sociological perspective. If students study psychology or health and social care, they will be adept in research methods. If students study PRE, they will study Liberation Theology, Gender and Theology/ Society and Secularism, linking with 'Beliefs in Society'. In Health and Social Care, students will be aware of equality and social justice within healthcare. In Criminology, students will study the sociology of crime, linking to Crime and Deviance.		
	<b>A-Level course</b>	<b>Exam board:</b> AQA <b>Exams:</b> 3 x 2-hour exams <b>Paper 1 topics:</b> Education, Research methods and methods in context. <b>Paper 2 topics:</b> Families and Households, Beliefs in Society <b>Paper 3 topics:</b> Crime and Deviance, Theory and Methods		
	<b>Extra-curricular activities</b>	Students will be given opportunity to go on a Tutor2U event at Star City cinema in Birmingham. They will also be able to attend guest lectures from universities, though these can vary year-on-year.		
	<b>AUTUMN</b>	<b>SPRING</b>	<b>SUMMER</b>	
<b>TOPIC/KNOWLEDGE</b>	<b><u>BELIEFS IN SOCIETY</u></b> Students are expected to be familiar with sociological explanations of the following content: <ul style="list-style-type: none"><li>ideology, science and religion, including both Christian and non-Christian religious traditions</li><li>the relationship between social change and social stability, and religious beliefs, practices and organisations</li><li>religious organisations, including cults, sects, denominations, churches and New Age movements, and their relationship to religious and spiritual belief and practice</li><li>the relationship between different social groups and religious/spiritual organisations and movements, beliefs and practices</li><li>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.</li></ul>	<b><u>CRIME AND DEVIANCE</u></b> Students are expected to be familiar with sociological explanations of the following content: <ul style="list-style-type: none"><li>crime, deviance, social order and social control</li><li>the social distribution of crime and deviance by ethnicity, gender and social class, including recent patterns and trends in crime</li><li>globalisation and crime in contemporary society; the media and crime; green crime; human rights and state crimes</li><li>crime control, surveillance, prevention and punishment, victims, and the role of the criminal justice system and other agencies.</li></ul> <b><u>THEORY AND METHODS</u></b> <b><u>(See Summer)</u></b>	<b><u>THEORY AND METHODS (Continued)</u></b> Students must examine the following areas: <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</li><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><li>consensus, conflict, structural and social action theories</li><li>the concepts of modernity and post-modernity in relation to sociological theory</li><li>the nature of science and the extent to which Sociology can be regarded as scientific</li><li>the relationship between theory and methods</li><li>debates about subjectivity, objectivity and value freedom</li><li>the relationship between Sociology and social policy.</li></ul>	
	<b>SKILLS</b>	<ul style="list-style-type: none"><li>- Knowledge recall</li><li>- Application of sociological concepts and studies</li><li>- Analysis of sociological impact of studies and concepts</li><li>- Evaluation of sociological studies, concepts and findings.</li><li>- Critical thinking</li><li>- Analytical reasoning.</li></ul>		
<b>ASSESSMENT</b>	<b>The exams will measure how students have achieved the following assessment objectives.</b> <b>AO1: Demonstrate knowledge and understanding of:</b> <ul style="list-style-type: none"><li>• sociological theories, concepts and evidence</li><li>• sociological research methods</li></ul> <b>AO2: Apply sociological theories, concepts, evidence and research methods</b> to a range of issues <b>AO3: Analyse and evaluate sociological theories, concepts, evidence and research methods</b> in order to: <ul style="list-style-type: none"><li>• present arguments</li><li>• make judgements</li><li>• draw conclusions.</li></ul> Each topic will have an end of topic assessment which will be teacher marked, as well as regular exam practice through lessons and homework. Mock exams will also take place according to the academy calendar.			
<b>VOCAB</b>	<b>Beliefs in Society:</b> Substantive, Functional and Constructionist Definitions Monopoly of the truth Conservative force Status Quo Hegemony Secularisation Spiritual Shopping New Age Movements Globalisation Fundamentalism New Religious Movements	<b>Crime and Deviance:</b> Strain Theory Interactionism Labelling Deviance Amplification Spiral Critical Criminology White collar/ corporate crime Right and Left Realism Chivalry Thesis Victimology News Values Moral Panics Green Crime Situational and Environmental Crime Prevention Surveillance	<b>Theory and Methods:</b> Positivism Verificationism Interpretivism Falsification Objectivity and Values Functionalism Value Consensus Marxism Alienation and exploitation Ideology Feminism Patriarchy Symbolic Interactionism	

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