



Intent



# Sociology



Intent

# Sociology Intent





Intent



# What is Sociology?

Sociology is the scientific study of society, which enables us to understand its structure and dynamics. It looks at the relationship between institutions of power and the people, as well as the values, norms and customs of society. Sociology explores the workings of society, as well as theories and methods used to try to understand and explain it.



# Intent



## Why is studying Sociology important?

Anyone who is interested in the workings of society and the government's attitude towards this would benefit from studying sociology. It encourages students to think critically about the world around them and will enable them to break free from the hegemony.

The subject builds up students skills in communicating opinions effectively, whilst teaching them the discipline to support conclusions with detailed, reasoned evidence. It also enables students to understand the processes, thought and ethics that goes into research, empowering them with the tools to carry out their own research.

Studying sociology at A level combines well with other humanities and social science courses, as well as many other A level combinations, to lead to university courses in such areas as criminology, sociology, the media and education. It could lead to careers in sociology, such as the social work, education, public services, marketing, research, journalism, etc.



# Intent



## Aims of the Department

- To encourage independent learners, listeners and thinkers
- To provide enjoyable courses, that will stimulate interest and enthusiasm in the subjects
- To provide a truly embedded, diverse curriculum, committed to exploring different perspectives from the past.
- To challenge prejudice and to address the moral issues thrown up by any study
- To provide the questions to assist students in developing skills of analysis and argument – both oral and written
- To guide students in opening their minds to alternative ideas and outcomes
- To ensure students achieve to the best of their ability
- To assist students in the discovery and understanding of the world that is constructed around them



# Intent



## Aims of the Curriculum (from AQA)

The study of the topics in this paper should engage students in theoretical debate while encouraging an active involvement with the research process. The study should foster a critical awareness of contemporary social processes and change, and draw together the knowledge, understanding and skills learnt in different aspects of the course.

In their study of the topics, students should examine:

- topic areas in relation to the two core themes (socialisation, culture and identity; and social differentiation, power and stratification)
- both the evidence of and the sociological explanations for the content listed in the topic areas below.

**This is achieved through teachers continuously expanding their curriculum knowledge, mapping out the program of study and developing creative and engaging lessons that meet the requirements of the specification.**



# Intent



## Subject Content

### Education

- Class
- Gender
- Ethnicity
- Social Policy
- Theory
- Methods

### Families & Households

- Family and society
- social structure
- Marriage patterns
- Gender roles
- Childhood
- Demographics

### Media

- New media
- Media ownership
- Globalisation and the media
- News
- Representations in the media
- Audiences

### Crime & Deviance

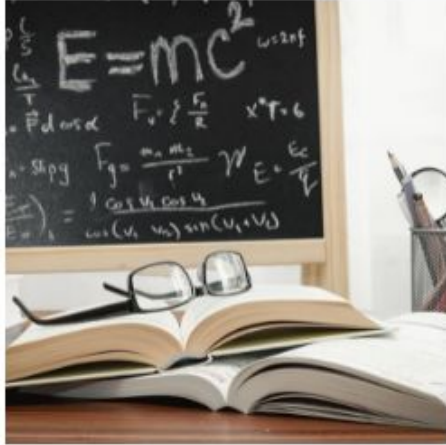
- Social order and control
- Social distribution of crime
- Globalisation of Crime
- Crime control
- Theory and Methods

### Theory and Methods

- Qualitative/ Quantitative
- Sources of data
- Primary/ Secondary
- Ethical and practical
- Theories
- Objectivity/ subjectivity
- Sociology as a science
- Social policy



# Sociology Assessment Objectives



## Paper 1

2 hour written exam

80 marks

33.3% of the A Level

Education: A mixture of short answer and extended questions (50)

Methods in Context: Extended questions (20)

Theory and Methods (10)



## Paper 2

2 hour written exam

80 marks

33.3% of the A Level

Families and Households: Extended Writing (40)

Te Media: Extended Writing (40)



## Paper 3

2 hour written exam

80 marks

33.3% of the A Level

Crime and Deviance: A mixture of short answer and extended questions (50)

Theory and Methods: Extended writing (30)

## The Assessment Objectives

AO1: Demonstrate knowledge and understanding of: sociological theories, concepts and evidence /sociological research methods

*Achieved through learning key words and processes, tested through keywords test and identified in feedback where more knowledge is required in detail*

AO2: Apply sociological theories, concepts, evidence and research methods to a range of issues  
*Students link theories and concepts across the range of topics they are taught*

AO3: Analyse and evaluate sociological theories, concepts, evidence and research methods in order to: present arguments / make judgements / draw conclusions.

*Students are actively encouraged to offer supported conclusions in class .*



# Intent



## Curriculum Coverage Map

	Year 12			Year 13		
	Autumn	Spring	Summer	Autumn	Spring	Summer
Education	Blue	Blue	Blue			Blue
Theory	Pink	Purple	Purple	Purple	Purple	Purple
Methods	Purple	Purple	Pink	Purple	Purple	Purple
Families & Households	Pink	Pink	Pink			Pink
Crime & Deviance				Blue	Blue	Blue
Media				Pink	Pink	Pink



# Intent



## Sequencing to enable progression

The course is mapped out weekly and units have accompanying schemes of work that progress through the specification.

**Termly Plan A Level Sociology**

Autumn Term				
Week	Year 12 - Teacher 1	Year 12 – Teacher 2	Year 13 – Teacher 1	Year 13 - Teacher 2
1	Introduction to course and Families and Households	Introduction	New Media - who is using the new media? Stratification	Crime & Deviance introduction
2	Methods introduction Functionalism and the family	Sociology key terms and definitions	Theory - how does sociology study society? Structure vs social action Theoretical perspectives on the new media	Social control/ social order
3	Methods key words Development of the nuclear family	Functionalist views of Education	Parsons GAIL model Topic 2 Introduction to media ownership - the newspaper market	Non-sociological theories of crime
4	Positivism and interpretivism New Right and the family	New Right views on Education	Marxism Conglomerates vs PSB	Functionalist theories of crime
5	Primary research methods - experiments Comparing Functionalism and New Right	Marxist view on Education	Neo-Marxism Media plurality	Durkheim collective conscience
6	Field experiments Marxism and the family	Fordism/Post Fordism view on Education	Comparing Marxism and Functionalism Theories of media ownership	Strain theory
7	Sampling Feminism and the family	Statistics and role of Education in society	Feminism Topic 3 Globalisation of the media and popular culture	Subcultural theory
8	Questionnaires Are couples more equal?	Class differences in achievement (external factors)	Feminist theory Globalisation of a cultural product	Summarise functionalism assessment
9	Structured interviews research on couples and equality	Class differences in achievement (external factors)	Summing up structural theory Theories on globalisation	Marxism
10	Unstructured interviews Power in the household	Class differences in achievement (external factors)	Introduction to social action theory Topic 4 Representations in the media	Neo-Marxism
11	Timed 10 mark question Topic 2 Changing patterns of families and households - marriage versus cohabitation	Class differences in achievement (internal factors)	Symbolic interactionism Representations of gender	Marxist subcultures
12	Participant observation Legal differences between marriage and cohabitation Other ways of living as a couple/household	Class differences in achievement (internal factors)	Ethnomethodology and phenomenology Representations of disability	Labelling theory
13	Types of observation Other Family and household types	Class differences in achievement (internal factors)	Giddens structuration theory Representations of age and social class	Right realism
14	Louis Theroux documentary Topic summary	Review	Structural versus social action approaches Do representations change?	Right realism

**Spring Term**

Week	Year 12 - Teacher 1	Year 12 – Teacher 2	Year 13 – Teacher 1	Year 13 - Teacher 2
1	Secondary research methods Family diversity	Gender differences in Education (internal factors)	Revision	Crime statistics
2	Official statistics Postmodernism and diversity	Gender differences in Education (internal factors)	Revision	Distribution of crime by age
3	Historical documents Comparing all perspectives on family diversity	Gender differences in Education (external factors)	Mock exams	Gender education
4	TV programme - A House Through Time Social policy and the family	Gender differences in Education (external factors)	Positivism and interpretivism recap Topic 5 Media Audiences	Ethnicity and crime
5	Complete sheets on historical documents as a research method Panorama programme on benefits cuts	Gender differences in Education (external factors) Review	Value freedom and sociology Media audience theories	Crime and social class
6	Content analysis Theoretical perspectives on social policy and the family	Ethnicity differences in Education (internal factors)	Is sociology a science? Media audience theories	Global crime
7	Topic into - childhood	Ethnicity differences in Education (internal factors)	Sociology as science continued Media audience theories	Green crime
8	Childhood	Ethnicity differences in Education (external factors)	Sociology and social policy Topic 6 News	State crime
9	Childhood	Ethnicity differences in Education (external factors)	Social policy News	Media and Crime
10	Childhood	Ethnicity differences in Education (external factors) Review	Postmodern society News	Crime prevention
11	Demographics	The role of education in society	Postmodernism News	Victims of crime

**Summer Term**

Week	Year 12 - Teacher 1	Year 12 – Teacher 2	Year 13 – Teacher 1	Year 13 - Teacher 2
1	Demographics	The role of education in society	Revision	Revision
2	Demographics	Educational policy and inequality	Revision	Revision
3	Demographics	Educational policy and inequality	Revision	Revision
4	Course recap/revision	Educational policy and inequality	Revision	Revision
5	Course recap/revision	Revision	Revision	Revision
6	Course recap/revision	Revision	Exam Leave	Exam Leave
7	Practice Exam	Practice Exam	"	"
8	New Media and Methods	Crime and Deviance and methods	"	"
9	New Media and Methods	Crime and Deviance and methods	"	"
10	New Media and Methods	Crime and Deviance and methods	"	"
11	New Media and Methods	Crime and Deviance and methods	"	"
12	New Media and Methods	Crime and Deviance and methods	"	"

The course builds on previous knowledge as there is a continuous need to reflect on different institutions that have been studied, as well as to compare them to different systems. Keywords are also repeatedly explored to continue to build up breadth and depth of knowledge and understanding. Unit 3 is a comparative unit and so needs that reflection to previous knowledge.



# Intent



## Sequencing to enable progression

Teaching Objectives	Learning Objectives	Enquiry Question and Learning Activities	Key Words	Differentiation	Assessment
Introduce course and key ideas of sociology	<ul style="list-style-type: none"> <li>⌚ To define Sociology</li> <li>⌚ To predict what topics we will cover</li> <li>⌚ To evaluate the value of Sociology</li> </ul>	1. Define sociology <i>What is sociology</i> → Talk students through policies regarding expectations, assessments and homework → What is sociology? Students record their understanding then feedback to each other → Then gain suggestions of kind of topics to be discussed → Get students to justify the study of sociology to younger years, by modelling the impact of sociological research on education, quick recap test on key points of lesson → CYC: Sell this course → Homework to read Browne 3-11 and complete missing words	Sociology Social Policy	H – Read first chapter of Brown L – Ensure key words are recorded	How they sell the course
Key concepts in sociology	<ul style="list-style-type: none"> <li>⌚ To define socialisation</li> <li>⌚ To explain the meaning of culture</li> <li>⌚ To evaluate the impact culture and socialisation can have on your identity</li> </ul>	2. Outline 3 ways in which institutions affect education <i>Institutions in society</i> → Post-it note to get them to define themselves → Students complete grid on institutions and factors, recording definitions, also explaining the impact they could have on education. → Key words definition → Look at impact of identity, discuss nature of free will, can we ever really be free? i.e. everything we know comes from society – we have even learned to rebel from the past → CYC: Rank institutions	Culture Socialisation Primary Secondary Nature Nurture Ascribed Achieved Structuralist Social action Macro Micro Social Differentiation Inequality Identity	H – Further reading, Browne 12-23 L – Keywords matching exercise to consolidate	Explanation of ranking institutions

**Schemes of work directly link to the specifications, have an exam focused enquiry question, learning outcomes, learning activities, identified key words, opportunities for differentiation and areas for ongoing assessment**



# Intent



## Learning and Teaching

### Learning and Teaching

The pedagogy of this subject is focused around dialogue, critique and counter hegemony. Students are being asked to question and evaluate the meta-narratives of society and the norms and values that influence our everyday lives. Students will be required to take detailed notes from powerpoints and textbooks, watch current affairs and news programmes, prepare debates, analyse texts, take part in role plays, do presentations, as well as writing responses from short paragraphs to longer essays. Students will often use the internet and the library for research and be expected to email.

### Literacy

One of the core components of this course is understanding key terminology. At the beginning each unit students are introduced to these definitions and students are encouraged to make constant reference to them. This is also highlighted in feedback, as the mark scheme specifies detailed knowledge of key terminology.

### Numeracy

When we explore demographic data related to family, crime, education and the media students do use numeracy skills to analyse changing patterns.



# Intent



## Support

- Through the course teachers get to know their students really well and this enables them to support their emerging learning needs
- Any SEND requirements are prepared for and accommodated
- Lessons are structured to ensure students gain the best possible outcomes
- Peer assessment and group work allow students to use their relationships to feed off each other's expertise and develop confidence
- Teacher feedback guides individuals to progress
- Resources, such as textbooks or financial support for trips etc. are provided for pupil premium, as needed



# Intent



## Cross Curricular Links

- English - Sociology engages students with a range of literature, from sociologists, to blogs, to newspaper columns.
- Citizenship - Sociology students are encouraged to understand the world through the eyes of a citizen, their rights and responsibilities
- Maths - There are a lot of statistics to explore and students will need to navigate through this data.
- History - Students need to understand the context in which sociologists developed their ideas as well as the circumstances surrounding the emergence of institutions.



# Intent



## Recovery curriculum

- Essential knowledge and vocabulary has been covered throughout the year as we continued live remote learning lessons.
- Skills that we would like to continue to build on are the continual retention of knowledge, this will be achieved through more retrieval practice to ensure students are continually reinforcing knowledge previously gained
- A few identified individuals are being offered one to one intervention, due to them absorbing knowledge but showing limited ability to apply it. This has been evident in recent tests
- Students have been so used to typing work we also need to get them to adapt and carry out more assessments in class, handwritten to support them in preparation for the exams.
- We are disappointed that we did not get to take students on any extra-curricular excursions, however we will look to see if the law courts offer sessions in the future and also work to engage students through a documentaries club and revision sessions from September.



# Intent



## Intended areas of Sociology development

- Annual review of curriculum content, following student evaluations, to ensure we continue to offer the correct courses that are accessible and engaging
- More focused skills in dealing with the items essay, ensuring they are referencing appropriately as well as the 30 markers
- Encourage return of lunchtime club, to enable students to widen their exposure to media sources
- Explore wider use of resources, see Tutor2U about possible student subscription service



Implementation



# Sociology Implementation



## Implementation



# Teaching

- Motivated and engaging teachers who show a passion for their subject
- Lessons will be planned with the aim to meet every students emerging needs
- Lessons will be focused and be part of a sequence of lessons in the program of study
- Teachers will know the needs of their students and tailor lessons to meet their needs
- Learning will be focused around preparing students not just with the knowledge of their subject but the skills that enable them to be effective students of it
- Each lesson will have a clear focus based around an enquiry question, learning outcomes and links to the bigger picture
- Teachers will use a range of methods to encourage engagement of all students, from think, pair, share to pause, pose, pounce, bounce to structured and targeted questioning
- Lessons will be varied, with activities that engage students, encourage them and inspire them to creatively interact with the work
- Progression will be seen not just over the program of study but also through the lesson and students will be able to identify where that progression has occurred
- Students will be actively involved in discussions, which will take place in an environment where individual voices are respected.
- Students will see the use of high quality resources and current material
- Students will see modelling of how to approach their work
- Peer assessment and group work will be used to allow students to build on each other's strengths
- A range of assessment methods will be used to inform future focus for individual students, from verbal discussions, to written work to formal practice tests
- Homework will be appropriate to extend and reinforce learning in the classroom



## Implementation



# Teaching

- Lessons will follow a common structure:
  - Introduction - Ideally a hook leading in to retrieval quizzing (could be written or through discussion) to identify students current knowledge base
  - Enquiry question and learning outcomes identified and key words highlighted
  - Development - This is the main body of the lesson. It could start with some 'expert' input from the teacher and be followed by activities that will allow students to discover, enquire and engage in their research to answer, or begin to answer, their enquiry question. All activities should relate precisely to the key question and work to scaffold the development of understanding. In order to maintain student interest, activities should remain varied and of an appropriate length for the particular class. They should always be followed by feedback and students should always be aware of the point of the activity. Continually through the lesson the teacher should strive to check the students progress through mini plenaries (ideas for which can be found on the History Faculty website). The schemes of work also offer a wide range of activities.
  - Conclusion - A good lesson should have a defined finish. This might take the form of a final discussion, a final question, links to the bigger picture or a class vote. The teacher should round off the lesson by reminding students of the enquiry question and of how far they have answered it and met their learning objectives



## Implementation



### **How are lessons tailored for different learners, including pupils with SEND?**

- Teachers are knowledgeable of SEND needs of students
- Additional support and resources are provided to meet those needs
- Scaffolding of learning to enable progression through knowledge to understanding
- Reinforcement of keywords to enable understanding and access to further knowledge and understanding
- A high level of discussion and debate in this subject allows teachers to identify progress, emerging needs and offer support
- Students who needs support constructing written work will be shown sample answers, see starter sentences and engage in group work to construct 'perfect paragraphs' before undertaking independent extended writing tasks.

### **Opportunities for more able pupils**

- Students are encouraged to engage in extra research and follow sociological research
- They can engage in sociology by seizing opportunities such as going to observe the courts in action



Implementation



# Planning

The termly plan maps out what is to be taught each term. There are also schemes of work that cover the core content - lesson by lesson - and meet the requirements of the specification.

Assessments are planned to enable students to cover samples of questions that meet each assessment objective and are marked in line with the exam mark schemes.



## Implementation



# Sociology and Literacy

**Reading** In our sociology curriculum we encourage pupils to access high quality texts to support their learning and develop their skills in accessing information from a range of sources. The use of bbc news, twitter, etc...

**Vocabulary** One of the core components of this course is understanding key terminology. At the beginning each unit students are introduced to these definitions and students are encouraged to make constant reference to them. This is also highlighted in feedback, as the mark scheme specifies AO1, key terminology. Students are encouraged to make key words list and many activities will include retrieval practice of these keywords.

**Resources** There are a range of text and revision books, endorsed by the exam board, which we have available in the library. However as the situation is ever changing we provide articles, etc as upto date as possible. We subscribe to Sociology Review.





Impact



# Sociology

## Impact



# Impact



## How do you monitor progress and achievement?

- Teachers are responsible for keeping a record of how individuals are progressing in the subject.
- During each lesson, the teachers give verbal feedback to the learners and use questioning to develop further understanding, unravel misunderstanding and resolve any misconceptions.
- Regular marking of essays and folder checks enable teachers to ensure students are progressing
- Regular work is to be set, based on the style of questions in the A level exam.
- These are marked using the exam mark schemes which are also shared with students.
- Students are given a numerical mark and also clear written guidance (WWW/EBI) relating to the mark-scheme, explaining how they are to progress to the next level.
- In subsequent essays students are reminded of the target from last time



Impact



## How do you document learning in Sociology?

- Students undertake one formal assessment per half term for each teacher, which is entered on to the student tracker
- Teachers can also enter 'comments' that can be used to monitor progress in future assessments
- Students also sit practice exams in the summer of year 12 and year 13
- All results are entered on the student tracker enabling colleagues to see how students are performing for each unit and in each skill, this enables timely intervention
- Marks can be compared to TMG, if there is a discrepancy then we can seek out information on a student's performance in other subjects.



# Impact



**How do you document learning in Sociology?**

**The department has a student tracker, where we enter our data. This enables us to share and monitor the progress of students, as well as question level performance. If there are students or questions that are below expectations, then we can offer more focused intervention and revision.**



# Impact



## How do you measure the impact of Sociology teaching?

- Mini plenaries in lessons
- Retrieval practice
- Look at ongoing work and discuss progress with students
- Monitoring of progress of skills, knowledge, exam technique through the student tracker
- Through discussions with students
- Moderation of marking
- Department meetings and teacher feedback on curriculum content.
- Formal observations and learning walks
- Exam results



# Impact



## What do you consider to be the strengths of Sociology within the school?

- Students enjoy their sociology lessons and fully engage in debates put to them
- Teachers are passionate and knowledgeable about sociology
- Sociology gets a good uptake of students each year
- Many students take up sociology at university and go on to have careers in the subject

## How do you know?

- Through discussions with students
- Moderation of marking
- Department meetings and teacher feedback on curriculum content.
- Formal observations and learning walks
- Exam results
- Including finding out about students 'next steps' in education
- Student evaluations



Impact



## Examples of progression in Sociology

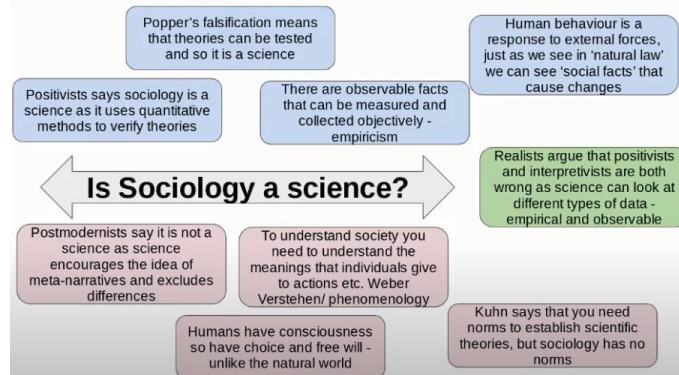
Students in year 13 were continually gaining mid range marks (5-6) in their 10 mark question. They could not see how to gain the higher marks. The identified issue was their lack of detail.

So we devised a series of lessons based around evidence, a grid was given of key facts to explain one question and they improved their level of detail, however they were not then all linking the evidence back to the question. In the following lesson we looked at points and talked about how to analyse evidence in depth, then we looked at a sample answer for a question and then they sat the question. After the lesson series it was evident their performance in this question style had increased

**Structural theory, Social action and Interpretivist or Structuration?**

Outline and explain two ways in which structuralist theories of society differ from social action or interpretivist theories. (10 marks)

Goffman argued that people embark on 'impression management' to convince people of the identity they want to portray	Weber also noted that it was impossible for people to have completely free choice and they were restricted and guided by institutions, such as protestants generating industrial growth
Structural theories take a macro approach and so usually favour quantitative research	Social action theory was developed by Max Weber who said actions happen on two levels: cause (behaviour is shaped by factors) and meaning (people attach meanings to their actions). He talked of 'verstehen' which involves the researcher trying to understand the motives of actions
Mead developed symbolic interactionist theory (though Blumer used the term) which said people act in terms of objects	New Right think that society has evolved and is maintained because of traditional institutions and values
Action theorists believe that individuals are in control of their own choices	Structural theories are very deterministic
Structuration is the idea that you have to look at the impact institutions have on individuals and how the individuals impact on institutions	According to feminists society is patriarchal and so has been the traditional study of sociology itself.
Functionalists believe that society has evolved organically and work harmoniously - what Durkheim called 'social solidarity'	Action theorists see society as being constructed by people's meaning, interpretations and behaviour not institutions
Ethnomethodology looks at how we create meanings, although these meanings are not clear due to reflexivity. Gattinelli portrays society as being constructed from the bottom up	Neo-Marxists like Gramsci and Althusser emphasise the importance of hegemonic ideology and the use of ISA and RSA to maintain control in society



## How to answer an exam question...

Look to pages 126-7 for a sample answer.

I would like you to write the other side of the argument:

**Outline and explain two arguments in favour of the view that sociology is a science. (10 marks)**



# Impact



## Enrichment and cultural capital

- In sociology students have had opportunities to attend a law day and visit the courts of justice in London
- Seminars and revision lectures have been undertaken
- Students have attended lunchtime club to watch relevant movies and documentaries
- We have also had opportunities to meet with relevant speakers, through things such as politics society



Impact



# Careers development

In year 12 we approach careers advice in sociology by talking to students about UCAS options. We also cover the work of people in the education system in the education unit,

In year 13 we approach careers advice in sociology by following up UCAS conversations to discuss further career progression. We also cover the work of the courts and police in Crime and Deviance.

We also get speakers in to talk about future career opportunities, particularly related to the police

The department career champion is Mrs Middleditch