



Year 13 Sociology Curriculum Overview

The Year 13 Sociology curriculum aims to continue to give students a deeper understanding of the society they live in and to be able to question what influences society and social groups over time. Students continue to study the units of Beliefs in Society and Crime and Deviance where they unpick the patterns and trends within these institutions and delve deeper into why something is the way it is and not just accepting the status quo. Students will also study the units of Theory & Methods where they will explore not only how society is researched using quantitative and qualitative research methods but how social order is society is achieved looking at a range of sociological theories. Students will have five lessons across the week. In the autumn term three lessons will focus on focus on Paper 3: Crime & Deviance and two lessons on the second topic in Paper 2: Beliefs in Society. In the Spring term all five lessons will focus on the units of Theory & Methods which make up the final question on Paper 1 and the final two questions on Paper 3. The personal skills we strive for students to continue to develop is to be critical thinkers and use the knowledge of how institutions function and transfer this knowledge to other institutions in society. Students will also be encouraged to develop their oracy skills throughout lessons and express their critical ideas using academic language. The academic skills developed by students throughout Yr 13 is to demonstrate knowledge and understanding of sociological concepts, evidence, sociological research methods. Students will also apply sociological theories, concepts, evidence and research methods to a range of issues. Students will be able to analyse and evaluate sociological theories, concepts and research methods in order to present arguments, make judgements and draw conclusions. Finally students will be able to apply material from different units in the course to further support and evaluate arguments in order to demonstrate the skills of synopticity which demonstrate students ability to connect together knowledge, understanding, skills from previous topics.

Length of Time	Outline:	Assessment/Teacher Feedback Opportunities:	Homework and Literacy resources:
Autumn 1	<p>Topics in Sociology – Beliefs in Society</p> <p>Topic 1: Theories of Religion Students will understand different sociological definitions of religion. They will understand how different sociological theories explain the role and functions of religion and how religion contributes to social stability. Students will also evaluate different sociological definitions and theories of religion.</p> <p>Topic 2: Religion and Social Change Students will be able to describe a range of examples of religion and analyse their role in social change. They will also be able to understand the role of religion in promoting social change and</p>	<p>The assessment framework is based on the following:</p> <p><i>Assessment outcome 1: Demonstrate knowledge and understanding of:</i></p> <ul style="list-style-type: none"> • <i>sociological theories</i> • <i>concepts</i> • <i>evidence</i> • <i>sociological research methods</i> <p><i>Assessment outcome 2: Apply sociological theories, concepts, evidence and research methods to a range of issues.</i></p> <p><i>Assessment outcome 3: Analyse and evaluate sociological theories,</i></p>	<p>Homework:</p> <ul style="list-style-type: none"> • Produce a revision resource after each topic (using the revision checklist)- Topic 6, 1 and 2 - Beliefs in Society • Assessment preparation for ten mark Topic 6 question (Organisations, movements and members) • Assessment preparation for November mock examination – 10, 10 and 20 mark questions – 40 marks in total. • Completed actions from ten mark question. <p>Optional homework & literacy resources:</p> <p>Skills Practice:</p>

	<p>evaluate the relationship between religion, social stability and social change.</p> <p>Topic 3: Secularisation This topic introduces students to the main trends in patterns of religious belief and practice in the UK and USA. Students will understand and analyse the possible causes of secularisation and evaluate arguments for the view that secularisation is occurring.</p>	<p><i>concepts, evidence and research methods in order to:</i></p> <ul style="list-style-type: none"> • <i>present arguments</i> • <i>make judgements</i> • <i>draw conclusions</i> <p>Students complete two, ten mark assessments from theories which uses the statement and command verbs of 'Outline and explain.'</p> <p>Students will be required to demonstrate the skills of knowledge and understanding and application of sociological theories, concepts, evidence and research methods. Students will also analyse and evaluate sociological theories, concepts, evidence and research methods. This essay will requires students to also use the skills of synopticity bringing in both knowledge of consensus and conflict theories. The assessment is 30 minutes, no notes in timed conditions, and specific learner feedback to support the development of these skills to action.</p>	<ul style="list-style-type: none"> • Fortnightly question plan set from Theory & Methods- practice of accuracy of item interpretation, accuracy of knowledge and the demonstration of skills requirement for each question- <i>certain students will be directed to complete this as compulsory homework.</i> <p>Reading list: Cults and Religion – Sociological Review (held in the Sociology classroom)</p> <p>Documentaries and podcasts:</p> <ul style="list-style-type: none"> • 'Grounded' with Louis Theroux – Louis talks with Rose McGowan about living in a cult https://www.bbc.co.uk/programmes/m000jpm5 • 'Holy Sh*t, we're in a cult.' 15 minute documentary about the group 'EnlightenNext', an organisation that focused on spiritual awakening. https://www.youtube.com/watch?v=X3ess8txBX0 • 'My Scientology Movie' Louis Theroux • 'Jonestown: The Life and Death of People's Temple' Documentary - Netflix • Keep sweet, pray and obey – Netflix • The Mormon's are Coming – BBC iplayer https://www.bbc.co.uk/iplayer/episode/m001jnfb/the-mormons-are-coming • Louis Theroux – The Most Hated Family in America - Netflix • Feminists – what were they thinking - https://www.netflix.com/search?q=religion&jbv=80216844
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<p>Autumn 2</p>	<p>Paper 2: Topics in Sociology – Beliefs in Society</p> <p>Topic 4: Religion, renewal and choice Students will understand the reasons why some sociologists reject the idea of secularisation and be able to analyse alternative interpretations of the nature and position of religion today. They will understand and be able to evaluate debates about the nature and extent of secularisation and refer to concepts such as spiritual shopping and analyse contemporary patterns of religious involvement.</p> <p>Topic 5: Religion in a global context Students will understand some of the different ways in which religion interacts with its global context. Students will understand the role of religion in economic development in a globalising world. They will evaluate explanations of the nature of religious fundamentalism and the role of religion in international conflict.</p>	<p>Students complete a 20 mark assessment on Topic 4 which uses the statement and command verbs of ‘Applying material from item and your knowledge evaluate’..... Students will be required to demonstrate the skills of knowledge and understanding and application of sociological theories, concepts, evidence and research methods. Students will also analyse and evaluate sociological theories, concepts, evidence and research methods and make synoptic links within other topics in Beliefs in Society. The assessment is 30 minutes, no notes in timed conditions.</p> <p>Students complete their November mocks. This paper will cover topics 1, 2, 3 and 6. They will complete a full paper on Beliefs in Society. Students complete x1 10 mark question, which uses the statement and command verbs of ‘Outline and explain’. They will complete an additional x1 10 mark question which uses the statement and command verbs of ‘Applying material from item analyse two ways’. Finally students will complete x1 20 mark essay</p>	<p>Homework:</p> <ul style="list-style-type: none"> • Produce a revision resource after each topic (using the revision checklist) - Topics 3, 4 and 5 of Beliefs in Society. • Preparation for 20 mark assessment of Topic 4 in Beliefs in Society. • Preparation for a full paper of Beliefs in Society in the February mocks (Topics, 1, 6, 2, 3, 4) <p>Optional homework & literacy resources:</p> <p>Skills Practice:</p> <ul style="list-style-type: none"> • Fortnightly question plan set from Beliefs in Society - practice of accuracy of item interpretation, accuracy of knowledge, greater synopticity and the demonstration of skills requirement for each question- <i>certain students will be directed to complete this as compulsory homework.</i> <p>Reading list:</p> <ul style="list-style-type: none"> • Shantaram, Gregory David Roberts • Revolutionary Iran - A History of the Islamic Republic, Michael Axworthy • The Poisonwood Bible, Barbara Kingsolver <p>Documentaries:</p> <ul style="list-style-type: none"> • Amol Rajan goes to the Ganges, BBC iplayer https://www.bbc.co.uk/programmes/m002f27x • The Shamima Begum Story - https://www.bbc.co.uk/programmes/m001j079 • Panorama – 20 years since 9/11 https://www.youtube.com/watch?v=eLD_7igkJJU • ‘The Looming Tower’ – Amazon Prime
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	<p><u>Paper 3: Crime & Deviance with Theory & Methods</u> Topic 7: Crime and The Media This topic will develop students' knowledge of media representation of crime and how these differ from the picture of crime of in official statistics. Students will look at different views about how the media causes crime and creates a fear of crime. Finally they will develop a knowledge of the relationship between media and crime and social control. Students will develop their analysis skills by exploring each view on</p>	<p>Students complete their November mocks. This paper will cover topics 1-6. They will complete a full paper on Crime & Deviance. Students complete x1 4 mark question and x1 6 mark and x1 10 mark question, which uses the statement and command verbs of 'Outline and explain'. They will complete an additional x1 10 mark question which uses the statement and command verbs of 'Applying material from item analyse two</p>	<p>Homework:</p> <ul style="list-style-type: none"> • Produce a revision resource after each topic (using the revision checklist)- Topics 7-9 Crime & Deviance with Theory & Methods. • Assessment preparation for 30 mark Crime & Deviance question from Topic 7. • Completion of actions from marked 30 mark Crime & Deviance assessment. <p>Optional: Skills Practice:</p> <ul style="list-style-type: none"> • Weekly question plan set from Crime & Deviance - practice of accuracy of item interpretation,

	<p>media and evaluate the strengths and limitations of each view.</p> <p>Topic 8: Globalisation, Green Crime, Human Rights and State Crime This topic will develop students' knowledge on the ways in which globalisation and crime are related and look at the different types of crimes with a particular focus on green crime. Students will also look at the relationship between state and green crime. Students will develop their skills by being able to explain definitions of state crime and be evaluate the relationships of such crimes.</p> <p>Topic 9: Control Punishment & Victims This topic will develop students' knowledge of the range of crime prevention strategies, punishment and surveillance. They will also develop knowledge on who is most likely to be a victim of crime and the different perspectives used to study victims. Students will develop the skills of analysing the trends their significance and evaluating the different perspectives on crime prevention, punishment, surveillance and victimisation.</p>	<p>ways'. Finally students will complete x1 30 mark essay questions using the statement and command verbs of 'Applying material from the item and using your knowledge evaluate....' Students will be required to demonstrate the skills of knowledge and understanding and application of sociological theories, concepts, evidence and research methods. Students will also analyse and evaluate sociological theories, concepts, evidence and research methods. Students will be required to use the skill of synopticity to distil the correct knowledge from a range of topics in order to develop their application skills. The assessment is 1 hr 15 minutes, no notes in timed conditions, and in the exam theatre.</p> <p>Students will also complete a 30 mark assessment from Topic 7 which uses the statement and command verbs of 'Applying material from item and your knowledge evaluate'..... Students will be required to demonstrate the skills of knowledge and understanding and application of sociological theories, concepts, evidence and research methods.</p>	<p>accuracy of knowledge, greater synopticity and the demonstration of skills requirement for each question- <i>certain students will be directed to complete this as compulsory homework.</i></p> <p>Reading List:</p> <ul style="list-style-type: none"> • End State. 9 Ways Society is Broke and How We Fix It- James Plunkett (Topic 8) • Criminal. How Our Prisons Are Failing Us All- Angela Kirwin (Topic 9) <p>Documentaries:</p> <ul style="list-style-type: none"> • Climate Crimes- True Story Documentary Chanel (Topic 8)- Youtube- https://www.youtube.com/watch?v=j316cukj5cQ • Inside the World's Toughest Prisons- Netflix- https://www.netflix.com/watch/81462398?trackId=14277281&tctx=-97%2C-97%2C%2C%2C%2C%2C%2C%2C%2CVideo%3A80116922%2CdetailsPagePlayButton
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Spring 1	<p><u>Paper 2: Topics in Sociology</u></p> <p>Topic 7: Ideology and Science During this topic, students will know the different between open and closed belief systems and evaluate different views of science as a belief system. They will also understand and be able to evaluate different views of the nature of ideology. This is the final topic in Beliefs and draws together a range of ideas about belief systems – science, religion and ideology.</p> <p><u>Paper 1: Education with Theory & Methods & Paper 3: Crime & Deviance with Theory & Methods</u></p> <p>Topic 1: Quantitative Methods Students will know the main features and types of quantitative methods and sources of data including experiments, questionnaires, structured interviews and official statistics. They will be able to evaluate</p>	<p>The assessment framework is based on the following: <i>Assessment outcome 1: Demonstrate knowledge and understanding of:</i></p> <ul style="list-style-type: none"> • <i>sociological theories</i> • <i>concepts</i> • <i>evidence</i> • <i>sociological research methods</i> <p><i>Assessment outcome 2: Apply sociological theories, concepts, evidence and research methods to a range of issues.</i></p> <p><i>Assessment outcome 3: Analyse and evaluate sociological theories, concepts, evidence and research methods in order to:</i></p> <ul style="list-style-type: none"> • <i>present arguments</i> • <i>make judgements</i> • <i>draw conclusions</i> 	<p>Homework:</p> <ul style="list-style-type: none"> • Produce a revision resource after each topic (using the revision checklist) - Topics 5 and 7 of Beliefs in Society. • Preparation for a full paper of Beliefs in Society in the February mocks (Topics, 1-7) • Produce a revision resource after each topic (using the revision checklist)- Topics 1 & 2 Theories & Methods. • Assessment preparation for ten mark theory and methods questions. • Completed actions from ten mark question. <p>Optional homework & literacy resources:</p> <p>Skills Practice:</p> <ul style="list-style-type: none"> • Fortnightly question plan set from Beliefs in Society - practice of accuracy of item interpretation, accuracy of knowledge, greater synopticity and the demonstration of skills

	<p>the practical, ethical and theoretical strengths and limitations of each of these methods and sources. Students will also be able to understand the usefulness of each of these methods in relation to wider issues of methodological and theoretical perspectives, science, values and objectivity.</p> <p>Topic 2: Qualitative Methods Students will know the main features and types of qualitative methods and sources of data including unstructured interviews, participant observation and documents. They will be able to evaluate the practical, ethical and theoretical strengths and limitations of each of these methods and sources. Students will also be able to understand the usefulness of each of these methods in relation to wider issues of methodological and theoretical perspectives, science, values and objectivity.</p>	<p>Students complete two, ten mark assessments from theories which uses the statement and command verbs of 'Outline and explain.'</p> <p>Students will be required to demonstrate the skills of knowledge and understanding and application of sociological theories, concepts, evidence and research methods. Students will also analyse and evaluate sociological theories, concepts, evidence and research methods. This essay will requires students to also use the skills of synopticity bringing in both knowledge of consensus and conflict theories. The assessment is 30 minutes, no notes in timed conditions, and specific learner feedback to support the development of these skills to action.</p>	<p>requirement for each question- <i>certain students will be directed to complete this as compulsory homework.</i></p> <p>Reading list:</p> <ul style="list-style-type: none"> • The Good Immigrant, Nikesh Shukla • Death by Fire, Mala Sen <p>Podcasts:</p> <ul style="list-style-type: none"> • Thinking Allowed - Extremism https://www.bbc.co.uk/programmes/m0013rbs • Thinking Allowed - Why Sociology Matters https://www.bbc.co.uk/programmes/m0013jdv
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	<p>Paper 1: Education with Theory & Methods & Paper 3: Crime & Deviance with Theory & Methods</p> <p>Topic 5: Functionalism (Theory) The topic develops students' knowledge of the main functionalist view of the social system. It looks at Merton's contribution to the development of functionalism. Students will develop the skills of evaluation reviewing the strengths and limitations of the functionalist perspective. Wider experiences- careers links- students introduced to the role of an MP and how the study of Sociology can lead to future career paths.</p> <p>Topic 6: Marxism (Theory) The topic develops students' knowledge of Marx's main ideas and concepts and understand the different between humanistic and structural Marxism. Students will develop the skills of evaluation reviewing the strengths and limitations of Marxist approaches to the study of society.</p> <p>Topic 7: Feminism (Theory) The topic develops students' knowledge of feminist theories and understand the similarities and differences between feminist theories. Students will develop the skills of evaluation reviewing the strengths and limitations of feminist theories.</p>	<p>Students complete a 30 mark assessment from Topics 1-4 which uses the statement and command verbs of 'Applying material from item and your knowledge evaluate'..... Students will be required to demonstrate the skills of knowledge and understanding and application of sociological theories, concepts, evidence and research methods. Students will also analyse and evaluate sociological theories, concepts, evidence and research methods. Students will be required to use the skill of synopticity to distil the correct knowledge from a range of topics to draw a conclusion. The assessment is 45 minutes, no notes in timed conditions, and specific learner feedback to support the development of these skills to action.</p>	<p>Homework:</p> <ul style="list-style-type: none"> • Produce a revision resource after each topic (using the revision checklist)- Topic 5-7 Theory & Methods. • Assessment preparation for 30 mark Crime & Deviance question from Topic 9. • Completion of actions from marked 30 mark Crime & Deviance assessment. • Assessment preparation for Feb mocks from Topics 1-6 from the Crime & Deviance paper for a 4 mark, 6 mark, 10 mark & 30 mark paper. Students will also need to revise Topic 5-7 from the Theory & Methods topics for a 20 mark question at the end of this paper. <p>Optional homework & literacy resources:</p> <p>Skills Practice:</p> <ul style="list-style-type: none"> • Weekly question plan set from Theories & Methods to practice of accuracy of item interpretation, accuracy of knowledge and the demonstration of skills requirement for each question- <i>certain students will be directed to complete this as compulsory homework.</i> <p>Reading list:</p> <ul style="list-style-type: none"> • The Spirit level – Wilkinson and Pickett (Topic 6) • The Establishment and how they got away with it – Owen Jones (Topic 6) • Invisible Women. Exposing Data Bias In A World Designed for Men- Caroline Criado Perez (Topic 7) • Living Dolls – the return of sexism – Natasha Walter (Topic 7) <p>Documentaries:</p>
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Spring 2	<p><u>Paper 1: Education with Theory & Methods & Paper 3: Crime & Deviance with Theory & Methods</u></p> <p>Topic 3: Sociology and Science Students will know the difference between positivist and interpretivist views of whether sociology can be a science and be able to apply this to a historical study of suicide. Students will know a range of views on natural science and their implications for sociology as a science and evaluate arguments for and against the view that sociology can or should be a science.</p> <p>Topic 4: Objectivity and Values This topic builds on topic 3 and students will understand more about the meaning of objectivity, subjectivity and value freedom. They will know about the main views put forward of the relationship between sociology and values and will evaluate the strengths and limitations of different views as to whether sociology can and should be value-free.</p> <p>Topic 10: Sociology and Social Policy</p>	Students will complete a final interleaving assessment during their Easter holiday ahead of their final examinations. They will complete a full paper in Beliefs in Society. Students will complete 1 x 10 mark question, which uses the statement and command verbs of 'Outline and explain'. They will complete an additional x 1 10 mark question which uses the statement and command verbs of 'Applying material from item analyse two ways'. Finally students will complete 1 x essay questions using the statement and command verbs of 'Applying material from the item and using your knowledge evaluate....' Students will be required to demonstrate the skills of knowledge and understanding and application of sociological theories, concepts, evidence and research methods. Students will also analyse	<p>Homework:</p> <ul style="list-style-type: none"> Produce a revision resources for topics 3 and 4 – theories and methods <p>Optional homework & literacy resources:</p> <p>Skills Practice:</p> <ul style="list-style-type: none"> Fortnightly question plan set from Beliefs in Society - practice of accuracy of item interpretation, accuracy of knowledge, greater synopticity and the demonstration of skills requirement for each question- <i>certain students will be directed to complete this as compulsory homework.</i> <p>Documentaries: Dispatches: Streamed in Channel 4. There are many episodes relevant and focus on:</p> <ul style="list-style-type: none"> Housing Healthcare Education Crime Welfare <p>These provide excellent contemporary policy examples for essays.</p>

	<p>Students will understand the difference between social problems and sociological problems. They will investigate the factors that may affect the extent to which sociology can influence social policy and know the main sociological perspectives on the relationship between sociology and social policy and the strengths and limitations of these.</p>	<p>and evaluate sociological theories, concepts, evidence and research methods. Students will be required to use the skill of synopticity to distil the correct knowledge from a range of topics in order to develop their application skills.</p>	<ul style="list-style-type: none"> • Benefit Street https://www.youtube.com/watch?v=XGJM8rniVgU • The School that tried to end racism (usually available on you tube/Channel 4) • Educating Yorkshire series (including Cardiff, Manchester and others) (usually available on BBC iplayer or youtube)
	<p><u>Paper 1: Education with Theory & Methods & Paper 3: Crime & Deviance with Theory & Methods</u> Topic 8: Actions Theories The topic develops students' knowledge of the difference between structural and action theories. Students will also know the main types of actions action theory and understand the differences between them Students will develop the skills of evaluation by reviewing the strengths and limitations of action theories.</p> <p>Topic 9: Modernity, Postmodernity & Globalisation The topic develops students' knowledge of the reasons for the trend towards globalisation and understand the difference between modernity, postmodernity and late modernity. Students will develop the skills of evaluation by reviewing the strength and limitations of postmodernist and other theories of recent changes in society.</p>	<p>Students complete a 20 mark assessment from Theories, which uses the statement and command verbs of 'Applying material from item and your knowledge evaluate'..... Students will be required to demonstrate the skills of knowledge and understanding and application of sociological theories, concepts, evidence and research methods. Students will also analyse and evaluate sociological theories, concepts, evidence and research methods. This essay will requires students to also use the skills of synopticity bringing in both knowledge of consensus and conflict theories. The assessment is 30 minutes, no notes in timed conditions, and specific learner feedback to support the development of these skills to action.</p>	<p>Homework:</p> <ul style="list-style-type: none"> • Produce a revision resource after each topic (using the revision checklist)- Topics 8 & 9 Theories & Methods. • Assessment preparation for 20 mark Theories synoptic question from Topics 5,6,7 & 8. • Completion of actions from marked 20 mark Theories assessment. • Students complete a full paper over the Easter holiday Topics 1 f-9 from the Crime & Deviance paper for a 4 mark, 6 mark, 10 mark & 30 mark paper. Students will also complete a 10 & 20 mark assessment from Theory & Methods and need to revise topics 1-10. <p>Optional homework & literacy resources: Skills Practice:</p> <ul style="list-style-type: none"> • Weekly question plan set from Theory & Methods- practice of accuracy of item interpretation, accuracy of knowledge and the demonstration of skills requirement for each

		<p>Students will complete a final interleaving assessment in Crime and Deviance during their Easter holiday ahead of their final examinations. They will complete a full paper on Crime & Deviance & Theory & Methods. Students complete x1 4 mark question and x1 6 mark and x1 10 mark question, which uses the statement and command verbs of 'Outline and explain'. They will complete an additional x1 10 mark question which uses the statement and command verbs of 'Applying material from item analyse two ways'. Finally students will complete x2 essay questions using the statement and command verbs of 'Applying material from the item and using your knowledge evaluate....' Students will be required to demonstrate the skills of knowledge and understanding and application of sociological theories, concepts, evidence and research methods. Students will also analyse and evaluate sociological theories, concepts, evidence and research methods. Students will be required to use the skill of synopticity to distil the correct knowledge from a range of topics in order to develop their</p>	<p>question- <i>certain students will be directed to complete this as compulsory homework.</i></p> <p>Reading list:</p> <ul style="list-style-type: none"> • The Presentation of Self in Everyday Life by Erving Goffman (Topic 8) • Simulacra and Simulation by Jean Baudrillard (Topic 9) <p>Documentaries:</p> <ul style="list-style-type: none"> • The Social Dilemma (2020) (Topic 8)- Netflix • HyperNormalisation (2016) by Adam Curtis (Topic 9)- Youtube- https://www.youtube.com/watch?v=Gr7T07WflhM
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		application skills. The assessment is 2 hours, completed at home at the student discretion of notes or no notes (specified on the paper once submitted).	
Summer 1	<u>Exam Leave</u> Sprint finish sessions for each paper will be running during summer 1. Students will be issued with a timetable of dates and times. This is an opportunity for students to refresh all topics that can be assessed in each paper and refresh the skills requirements for each paper- 44% of the three papers assess knowledge & 56% of the three papers assess skills (what the students do with that knowledge).		
Summer 2	<u>Exam Leave</u>		