



## Year 12 Sociology Curriculum Overview

The Year 12 Sociology curriculum aims 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 study the units of Education, Families Households, Beliefs and Crime & 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 have five lessons across the week; three lessons per week for the Paper 1: Education with Theory & Methods and two lessons for the first topic in Paper 2: Families & Households. Moving into the summer term students will have three lessons per week for the second topic in Paper 2: Beliefs in Society and two lessons for the Paper 3: Crime and Deviance with Theory & Methods. The personal skills we strive for students to develop is to become critical thinkers and use the knowledge of how institutions function and transfer this knowledge to other institutions in society. The academic skills developed by students throughout Yr 12 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. Finally students will be able to analyse and evaluate sociological theories, concepts and research methods in order to present arguments, make judgements and draw conclusions.

Length of Time	Outline- Brief information about the specific:	Assessment/Teacher Feedback Opportunities	Homework and Literacy resources
Autumn 1	<p><b>Paper 1: Education with Theory &amp; Methods</b></p> <p><b>Topic 1: Class differences in achievement</b> Students will examine the patterns of class differences in educational achievement and identify and analyse the internal and external factors that affect achievement. Students will compare and evaluate these factors including material deprivation, cultural deprivation and cultural capital.</p> <p><b>Topic 2: Ethnic differences in achievement</b> Students will be able to describe the patterns of ethnic differences in educational achievement. They will understand and evaluate the role of different external factors including cultural deprivation and racism in wider society and compare these to the role of internal factors such as institutional racism, labelling and pupil subcultures.</p>	<p><b>The assessment framework is based on the following:</b></p> <p>Assessment outcome 1: Demonstrate knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>• sociological theories</li> <li>• concepts</li> <li>• evidence</li> <li>• sociological research methods</li> </ul> <p>Assessment outcome 2: Apply sociological theories, concepts, evidence and research methods to a range of issues.</p> <p>Assessment outcome 3: Analyse and evaluate sociological theories, concepts, evidence and research methods in order to:</p> <ul style="list-style-type: none"> <li>• present arguments</li> <li>• make judgements</li> </ul>	<p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>• Produce a revision resource for Topic 1 and Topic 2 (using the revision checklist)</li> <li>• Assessment preparation for Topic 1 – 30 marker.</li> <li>• Completion of actions from marked 30 mark Topic 1 Education assessment.</li> <li>• Completion of actions from marked 10 mark Topic 2 Education assessment.</li> </ul> <p><b>Optional homework &amp; literacy resources:</b></p> <p><b>Reading list: (both available in the dept library)</b></p> <ul style="list-style-type: none"> <li>• <b>CHAVS, The Demonization of the Working Class,</b> Owen Jones</li> <li>• <b>The Class Ceiling</b> – Chris Friedman</li> </ul> <p><b>Documentaries: Available on BBC iplayer/youtube</b></p>

	<p><b>Topic 3: Gender differences in achievement</b></p> <p>Students will be able to describe the patterns of gender differences in educational achievement and evaluate the explanations for the differences in these patterns.</p> <p>Students will also explore the range of explanations for gender differences in subject choice and the effect of school experiences in shaping gender identities.</p>	<ul style="list-style-type: none"> <li>• draw conclusions</li> </ul> <p>Students complete a 30 mark assessment on social class, which uses the command verb of ‘Analyse material from item (a stem question) and their own knowledge, linked to the item and the wider question being asked.</p> <p>Students will be required to demonstrate the skills of knowledge and understanding and application of sociological theories, concepts, evidence and research methods. Some demonstration of analysis and evaluation- although this skill development is focused in Autumn 2. The assessment is 45 minutes, no notes in timed conditions (in the usual timetabled lesson).</p> <p>There will also be an 10 mark question on Ethnic differences. This question uses the command verb ‘Applying material from item and own knowledge’ and requires skills of application in utilising the item and layering the student’s own knowledge of the issue they identify from a short item/stem.</p>	<ul style="list-style-type: none"> <li>• <b>‘How to break into the elite’</b> (Topic 1) – Presented by Amol Rajan, this documentary explores the class divide in many industries.</li> <li>• <b>‘Will Britain ever have a black Prime Minister?’</b> (Topic 2) – Actor, David Harewood looks at this issue and the statistics/evidence of how likely this might be.</li> <li>• <b>‘No more boys and girls: Can our kids go gender free?’</b> (Topic 3) – Explores the issue of socialisation and influence of wider society on girls and boys’ perception of their ability and future and whether this can be overcome.</li> </ul>
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	<p><b>Paper 2: Families &amp; Households</b></p> <p><b>Topic 1: Couples</b> This topics develop students’ knowledge on the gender roles and the domestic division of labour within the family. Students will look at the power relationships between couples including decision making, control of resources and domestic violence. Students will be able to develop their analysis skills by reviewing how far these roles and relationships have changed over time and be able to evaluate different sociological views on couples’ roles and relationship.</p> <p><b>Topic 2: Childhood</b> This topic develops students’ knowledge as to why sociologist see childhood as a social construction. Students will know the reasons for the emergence of the modern notion of childhood. Students will be able to develop their analysis and evaluative skills by assessing the different views of the position of children today and the future of childhood.</p>	<p>Students complete a 10 mark assessment, which uses the command verb of ‘outline &amp; explain’. Students will be required to demonstrate the skills of knowledge and understanding and application of sociological theories, concepts, evidence and research methods. Some demonstration of analysis and evaluation- although this skill development is focused in Autumn 2. The assessment is 15 minutes, no notes in timed conditions.</p>	<p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>• Produce a revision resource after each topic (using the revision checklist)- Topic 1-2 Families &amp; Households.</li> <li>• Assessment preparation for 10 mark Families &amp; Households assessment from Topic 1.</li> <li>• Completion of actions from marked 10 mark Topic 1 Families and Households assessment.</li> </ul> <p><b>Optional homework &amp; literacy resources:</b></p> <p><b>Reading list:</b></p> <ul style="list-style-type: none"> <li>• Toxic Childhood How The Modern World Is Damaging Our Children And What We Can Do About It- Sue Palmer (Topic 2)</li> </ul> <p><b>Documentaries:</b></p> <ul style="list-style-type: none"> <li>• The Pregnant Man (BBC Select) (Topic 1)- <a href="https://www.bbcselect.com/watch/the-pregnant-man/">https://www.bbcselect.com/watch/the-pregnant-man/</a></li> <li>• Louis Theroux- Medicating America’s Medicated Kids (BBC) (Topic 2)- <a href="https://www.bbc.co.uk/iplayer/episode/b00s56gx/louis-theroux-specials-americas-medicated-kids">https://www.bbc.co.uk/iplayer/episode/b00s56gx/louis-theroux-specials-americas-medicated-kids</a></li> </ul>
<p><b>Autumn 2</b></p>	<p><b>Paper 1: Education with Theory &amp; Methods</b></p> <p><b>Topic 4: Role of Education</b> This topic will introduce students’ to the theories in Sociology including functionalists who identify education as having very specific functions for society. Students will also examine and understand the neoliberal and New Right views of the role of the market in education and the Marxist views of the role of education, particularly the reproduction and legitimization of class inequality.</p>	<p>Students complete a 30 mark assessment, 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><b>Homework:</b></p> <ul style="list-style-type: none"> <li>• Produce a revision resource for topic 3 and 4 of Education (using the revision checklist)</li> <li>• Assessment preparation for 30 marker on Topic 4.</li> <li>• Completion of actions from marked 30 mark Topic 4 Education assessment.</li> </ul> <p><b>Optional homework &amp; literacy resources:</b></p> <p><b>Reading list:</b></p>

	<p><b>Topic 5: Educational Policy</b> Students will examine the main features of important educational policies from the mid-20<sup>th</sup> century up to the present, including the tripartite system, comprehensive system, marketization and privatisation. Students will be able to apply sociological perspectives to educational policies and be able to evaluate the impact of these policies on equality of achievement on social class, gender and ethnicity.</p> <p><b>Careers Link</b> – Students will be introduced to the role of a Social Policy lecturer as part of wider cultural capital and CPEAG education.</p>	<p>Students will also analyse and evaluate sociological theories, concepts, evidence and research methods. The assessment is 45 minutes, no notes in timed conditions.</p>	<ul style="list-style-type: none"> <li>• <b>The Establishment</b>, Owen Jones</li> </ul> <p><b>Documentaries/Podcasts: Available as part of the ‘Rethink’ series – each are 42 minutes long.</b> <a href="https://www.bbc.co.uk/sounds/search?q=Rethink&amp;sugid=urn%3Abbc%3Aprogrammes%3Am000knhl">https://www.bbc.co.uk/sounds/search?q=Rethink&amp;sugid=urn%3Abbc%3Aprogrammes%3Am000knhl</a> <i>Episode 1: What is education for?</i> <i>Episode 2: Can school make up for what is lacking at home?</i> <i>Episode 3: Is the current exam system fit for purpose?</i> <i>Episode 4: Are we teaching the right subjects for the future of the country?</i> <i>Episode 5: Technology and education - Is technology a saviour or does it create more inequality in our system?</i></p> <p>Students are encouraged to read and watch the news or relevant news programmes including Newsnight, Question Time, and sections of BBC News – Education and The Guardian – Education to be aware of the current context and debates about the impact of these policies in contemporary society.</p>
	<p><b>Paper 2: Families &amp; Households</b> <b>Topic 3: Theories of the Family</b> This topic develops students’ knowledge on Functionalist, Marxist, Feminist and Personal life perspectives on the family. Students will develop their analysis skills by reviewing similarities and differences between these perspectives. They will also develop their evaluative skills by the looking into the usefulness of these perspectives on the family.</p>	<p>Students complete a 20 mark assessment, 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><b>Homework:</b></p> <ul style="list-style-type: none"> <li>• Produce a revision resource after each topic (using the revision checklist)- Topic 3 &amp; 4 Families &amp; Households.</li> <li>• Assessment preparation for 20 mark Families &amp; Households assessment.</li> <li>• Completion of actions from marked 20 mark Topic 2 Families and Households assessment</li> <li>• Assessment preparation for 40 mark Families &amp; Households assessment from Topic 1-4.</li> </ul>

	<p><b>Topic 4: Demography</b></p> <p>This topic develops student knowledge on the main population trends in the UK since 1900. Within the topic the population changes of birth rate and death rate, family size, life expectancy, the ageing population and migration and globalisation. Students will develop their skills of evaluation by looking at the reasons for the populations and consequences of these changes.</p>	<p>Students will also analyse and evaluate sociological theories, concepts, evidence and research methods. The assessment is 30 minutes, no notes in timed conditions.</p> <p>Students complete a full families &amp; households paper (which makes up the first half of the completed paper 2). This paper will cover topics 1-4. Students complete x2 10 mark question and x1 20 mark question, which uses the statement and command verbs of 'Outline and explain', '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. The second 10 mark questions will require evaluation and builds on the skills required for the first 10 mark assessment in Autumn 1. The assessment is 1 hour, no notes in timed conditions.</p>	<ul style="list-style-type: none"> <li>• Completion of actions from marked 40 mark Topic 1-4 Families and Households assessment.</li> </ul> <p><b>Optional homework &amp; literacy resources:</b></p> <p><b>Reading list:</b></p> <ul style="list-style-type: none"> <li>• Invisible Women. Exposing Data Bias In A World Designed for Men- Caroline Criado Perez (Topic 3)</li> </ul> <p><b>Documentaries:</b></p> <ul style="list-style-type: none"> <li>• No Sex Please We are Japanese (Vimeo) (Topic 4)- <a href="https://vimeo.com/80542212">https://vimeo.com/80542212</a></li> </ul>
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<p><b>Spring 1</b></p>	<p><b>Paper 1: Education with Theory &amp; Methods</b></p> <p><b>Enrichment:</b>  <b>Educational Policy lecture with Mr Lowdell.</b>  Students attend a lecture and Q&amp;A session with Mr Lowdell who explains many of the policies the students have examined in relation to the NLS context. This covers national and local funding, the academy system and privatisation.</p> <p><b>Topic 1 – Choosing a Research Method</b>  Sociology is a Social Science and this topic introduces students to the main types of data and research methods Sociologists use. Students will also investigate a range of practical, ethical and theoretical factors including choice of method and topic and be able to assess their importance in conducting research.</p> <p><b>Topic 2 – The Research Context</b>  Students will know the main characteristics of education as a context for sociological research. They will understand and analyse some of the problems and opportunities that researching educational issues presents for Sociologists and be aware of some of the strategies sociologists used to investigate issues within education.</p>	<p>Students complete an assessment for paper 1 - 1 hr: Topic 3 (30 marker) &amp; Topic 1 (10 marker) This will be using the following question commands ‘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. The second 10 mark questions will require application from the item and evaluation and builds on the skills required for the first 10 mark assessment in Autumn 1. The assessment is 1 hour, no notes in timed conditions.</p> <p>Students complete their February mocks. Paper 1 will cover topics 1-5 from Education across 4 different questions and will build on the feedback from the assessment completed earlier in the term.</p> <p>The assessment is 1 hour 15 minutes, no notes in timed conditions, and in the exam theatre.</p>	<p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>• Produce a revision resource for topic 5 for Education.</li> <li>• Weekly question set to plan response (focus on the balance of accurate knowledge and meeting the skills demands for each question).</li> <li>• Assessment preparation – interleaving and mock preparation for topics 1-5 of Education.</li> <li>• Completed actions from interleaving assessment.</li> </ul> <p><b>Optional homework &amp; literacy resources:</b></p> <p><b>Skills Practice:</b></p> <ul style="list-style-type: none"> <li>• Weekly question plan set from Education - 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></li> </ul> <p><b>Reading:</b>  A Glasgow Gang observed – <b>James Patrick</b>  Learning to Labour, <b>How working class kids get working class jobs, Paul Willis</b></p> <p><b>Documentaries and podcasts:</b></p> <ul style="list-style-type: none"> <li>• Educating Cardiff/Yorkshire  <a href="https://www.youtube.com/watch?v=DfcHleptE44">https://www.youtube.com/watch?v=DfcHleptE44</a></li> <li>• <a href="https://www.channel4.com/programmes/educating-yorkshire">https://www.channel4.com/programmes/educating-yorkshire</a></li> <li>• Secret Life of 3/4/5 year olds....</li> </ul>
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<p><b>Spring 1</b></p>	<p><b>Paper 2: Families &amp; Households</b></p> <p><b>Topic 5: Changing Family Patterns</b>  This topic develops students' knowledge on main changes in partnerships, including marriage, divorce, cohabitation and civil partnerships, as well as one-person and extended family households. The topic also explores the main changes in childbearing and childrearing, including births outside of marriage, lone parent families &amp; stepfamilies. Finally it will explore how these changes have contributed to greater family diversity. Students will develop their skills to analysis and evaluation for these changes in families and households.</p> <p><b>Topic 6: Family Diversity</b>  This topic develops students' knowledge of the range of different sociological view on family diversity. Within the topic students will explore the difference between modernist and postmodernist approaches to family diversity. Students will develop the skills or analysis and evaluation by looking at sociological explanations of family diversity.</p>	<p>Students complete two 10 mark assessments, which uses the command verb of 'outline &amp; explain'. Students will be required to demonstrate the skills of knowledge and understanding and application of sociological theories, concepts, evidence and research methods. They will also demonstrate the skills of analysis and evaluation . The assessment is 30 minutes, no notes in timed conditions.</p>	<p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>• Produce a revision resource after each topic (using the revision checklist)- Topic 5 &amp; 6 Families &amp; Households.</li> <li>• Assessment preparation for x2 10 mark Topic 5 Families &amp; Households assessments.</li> <li>• Completion of actions from marked 10 mark Topic 5 Families and Households assessment</li> </ul> <p><b>Optional homework &amp; literacy resources:</b></p> <p><b>Skills Practice:</b></p> <ul style="list-style-type: none"> <li>• Weekly question plan set from Families &amp; Households- 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></li> </ul> <p><b>Podcasts:</b></p> <ul style="list-style-type: none"> <li>• Guardian- Today in Focus- Embracing a childfree life (Topic 5)</li> </ul> <p><b>Documentaries:</b></p> <ul style="list-style-type: none"> <li>• Louis Theroux- Life without limits- Polyamory (BBC) (Topic 5)- <a href="https://www.bbc.co.uk/iplayer/episode/b0br9vrx/louis-theroux-altered-states-series-1-1-love-without-limits">https://www.bbc.co.uk/iplayer/episode/b0br9vrx/louis-theroux-altered-states-series-1-1-love-without-limits</a></li> </ul>
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<p><b>Spring 2</b></p>	<p><b>Paper 1: Education with Theory &amp; Methods</b></p> <p><b>Topic 3: Experiments</b> Students will identify the similarities and differences between different types of experiments and be able to assess the strengths and limitations of these. They will then apply this knowledge to the context of education.</p> <p><b>Topic 4: Questionnaires</b> Students will know the different types of question used in questionnaires and the different methods of administering them. They will evaluate the strengths and limitations of questionnaires and apply them to the study of education.</p> <p><b>Topic 5: Interviews</b> Students will understand the differences between structured and unstructured interviews. They will evaluate the strengths and limitations of the different type of interview and apply their understanding to the study of education.</p>	<p>Students complete a 20 mark assessment, which uses the statement and command verbs of 'Applying material from item and your knowledge of research methods, evaluate the strengths and limitations of (a method) investigating (an issue) Students will be assessed on their knowledge of a range of relevant material and will outline a range of relevant strengths and limitations of a research method. They will then apply this knowledge to a research issue.</p> <p>The assessment is 40 minutes, no notes in timed conditions.</p>	<p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>• Produce a revision resource for topics 1, 2, 3 and 4 of Research Methods (using the revision checklist)</li> <li>• Weekly question set to plan response (focus on the balance of accurate knowledge and meeting the skills demands for each question.</li> <li>• Assessment preparation of Methods in Context question on experiments.</li> <li>• Completed actions from mock.</li> </ul> <p><b>Optional homework &amp; literacy resources:</b></p> <p><b>Skills Practice:</b></p> <ul style="list-style-type: none"> <li>• Weekly question plan set from Education-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></li> </ul> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• A Glasgow Gang observed – <b>James Patrick</b></li> <li>• <b>Learning to Labour, How working class kids get working class jobs, Paul Willis</b></li> </ul> <p><b>Documentaries:</b> Louis Theroux interviews - <a href="https://www.bbc.co.uk/iplayer/episodes/m001djpt/louis-theroux-interviews">https://www.bbc.co.uk/iplayer/episodes/m001djpt/louis-theroux-interviews</a> Watch 'A Class Divided' – the full documentary about Jane Elliott's 'Brown Eyed, Blue Eyed' experiment <a href="https://www.youtube.com/watch?v=1mcCLm_LwpE">https://www.youtube.com/watch?v=1mcCLm_LwpE</a></p>
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	<p><b>Topic 7: Policy</b>  This topic develops students’ knowledge of the ways in which social policies may affect families. Students look at the different sociological perspectives on families and social policy. Students will develop the skills of analysis and evaluation by reviewing the relationship between families and social policy.</p>	<p>Students complete their February mocks. This paper will cover topics 1-5. They will complete a full paper in families &amp; households as above building on the feedback from the full paper completed in Spring 1. The assessment is 1 hour, no notes in timed conditions, and in the exam theatre.</p>	<p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>• Produce a revision resource after each topic (using the revision checklist)- Topic 7 Families &amp; Households.</li> <li>• Assessment preparation for 40 mark Families &amp; Households February Mock from Topics 1-5.</li> <li>• Completion of actions from marked 40 mark Topic 1-5 Families and Households assessment.</li> </ul> <p><b>Optional homework &amp; literacy resources:</b></p> <p><b>Skills Practice:</b></p> <ul style="list-style-type: none"> <li>• Weekly question plan set from Families &amp; Households- 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></li> </ul> <p><b>Reading list:</b></p> <ul style="list-style-type: none"> <li>• The Nanny State Made Me – Stuart Maconie (Topic 7)</li> </ul>
<p><b>Summer 1</b></p>	<p><b>Topic 6: Observations</b>  Students will identify the different types of observational methods and be able to outline the main stages in conducting a participant observation study and assess the strengths and limitations of overt and covert participant observations. They will then apply this knowledge to the context of education.</p> <p><b>Topic 7: Secondary Sources – Official Statistics and Documents</b></p>	<p>Students complete a 20 mark assessment, 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,</p>	<p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>• Produce a revision resource for topics 5, 6 and 7</li> <li>• Weekly question set to plan response (focus on the balance of accurate knowledge and meeting the skills demands for each question.</li> <li>• Assessment preparation for Observations Methods in Context question.</li> <li>• Completed actions from assessment – Observations.</li> </ul> <p><b>Optional homework &amp; literacy resources:</b></p> <p><b>Skills Practice:</b></p>

	<p>Students will distinguish between the types of secondary data sociologists use. They will be able to evaluate the strengths and limitations of official statistics and documents and apply their knowledge to the context of education.</p>	<p>concepts, evidence and research methods. Students will be taught the skills of being synoptic and embed these skills into their essay writing to secure the top knowledge, application and evaluation skills. The assessment is 30 minutes, no notes in timed conditions.</p> <p>Students complete an assessment for paper 1 - 1 hr: Topic 2 (30 marker) &amp; Topic 5 (10 marker) This will be using the following question commands '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. The second 10 mark questions will require application from the item and evaluation and builds on the skills required previous assessments in these questions.</p> <p>The assessment is 1 hour, no notes in timed conditions.</p>	<ul style="list-style-type: none"> <li>Weekly question plan set from Education- 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></li> </ul> <p><b>Reading:</b>  <b>Gang leader for a day</b>, Sudhvir Venkatesh</p> <p><b>Documentaries:</b>  School Swap - as an example of observations, interviews  <a href="https://www.youtube.com/watch?v=qXvaGrZINl4">https://www.youtube.com/watch?v=qXvaGrZINl4</a>  <a href="https://www.youtube.com/watch?v=bHXVsQfw4AE">https://www.youtube.com/watch?v=bHXVsQfw4AE</a>  The Up Series – Documentary spanning 49 years</p> <p>Panorama – Undercover in the police (Strong language throughout)  <a href="https://www.bbc.co.uk/iplayer/episode/m002k7k6/panorama-undercover-in-the-police">https://www.bbc.co.uk/iplayer/episode/m002k7k6/panorama-undercover-in-the-police</a></p>
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	<p><b>Paper 3: Crime &amp; Deviance with Theory &amp; Methods</b></p> <p><b>Topic 1: Functionalist, Strain and Subcultural Theories</b> The topics develops students' knowledge of the functionalist perspective on crime, including the functions of crime. Students will develop the skills of being able to explain the different between strain and subcultural theories and evaluate the functionalist, strain and subcultural theories of crime and deviance.</p> <p><b>Topic 2: Interactionism &amp; the Labelling Theory</b> This topic develop students' knowledge of why interactionists regard crime and deviance, and official statistics on crime, suicide and mental illness as socially constructed. Students will look at the labelling process and its consequences for those who are labelled. Students will develop their evaluative skills by assessing the strengths and limitations of the labelling theory in explaining crime and deviance. Wider experiences- careers links- students introduced to the role of a Coroner and how the study of Sociology can lead to future career paths</p>	<p>Students complete a full families &amp; households paper (which makes up the first half of the completed paper 2). This paper will cover topics 1-4. Students complete x2 10 mark question and x1 20 mark question, which uses the statement and command verbs of 'Outline and explain', '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. The second 10 mark questions will require evaluation and builds on the skills required for the first 10 mark assessment in Autumn 1. The assessment is 1 hour, no notes in timed conditions.</p>	<p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>• Produce a revision resource after each topic (using the revision checklist)- Topics 1-2 Crime &amp; Deviance with Theory &amp; Methods.</li> <li>• Assessment preparation for 40 mark Families &amp; Households assessment from Topic 1-7.</li> <li>• Completion of actions from marked 40 mark Topic 1-7 Families and Households assessment.</li> </ul> <p><b>Optional homework &amp; literacy resources:</b></p> <p><b>Skills Practice:</b></p> <ul style="list-style-type: none"> <li>• Weely question plan set from Paper 3 Crime &amp; Deviance- 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></li> </ul> <p><b>Reading list:</b></p> <ul style="list-style-type: none"> <li>• Chavs. The Demonization of the Working Classes- Owen Jones (Topic 1)</li> <li>• Outsiders- Howard S Becker (Topic 2)</li> </ul> <p><b>Documentaries:</b></p> <ul style="list-style-type: none"> <li>• Pirates of Africa: Abductions and Ransoms (Topic 1)- Youtube- <a href="https://www.google.com/search?q=crime+documentaries+pirates&amp;biw=1536&amp;bih=754&amp;tbm=vid&amp;sxsr=APwXEde9iKvg1mAQW_t291QUuR6cEYB_V7A%3A1684832903425&amp;ei=h4JsZKyMGZrNgQaK2J-QBg&amp;ved=0ahUKEwjs69rVi4v_AhWaZsAKHQrsB2IQ4dUDCA0&amp;uact=5&amp;oq=crime+documentaries+pirates&amp;gs_lcp=Cg1nd3Mtd2l6LXZpZGVvEAMyB">https://www.google.com/search?q=crime+documentaries+pirates&amp;biw=1536&amp;bih=754&amp;tbm=vid&amp;sxsr=APwXEde9iKvg1mAQW_t291QUuR6cEYB_V7A%3A1684832903425&amp;ei=h4JsZKyMGZrNgQaK2J-QBg&amp;ved=0ahUKEwjs69rVi4v_AhWaZsAKHQrsB2IQ4dUDCA0&amp;uact=5&amp;oq=crime+documentaries+pirates&amp;gs_lcp=Cg1nd3Mtd2l6LXZpZGVvEAMyB</a></li> </ul>
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<p><b>Summer 2</b></p>	<p><b>Paper 2: Beliefs in Society</b></p> <p><b>Topic 6 – Organisations, movements and members.</b></p> <p>Students look at what we mean by ‘religion’ and the different definitions. In this topic, students will know the main types of religious organisations and their characteristics. They will be able to understand and evaluate explanations of different types of religious and spiritual organisations and movements. They will also know the reasons for this growth. Students will also know the main patterns of participation by class, ethnicity, gender and age and the reasons for these patterns.</p>	<p>Students complete their progression exam on 4 questions of a Paper 1, Education paper. This paper will cover topics 1-5.</p> <p>Students complete a 4 and 6 mark question to test their knowledge using commands of ‘outline and explain.’ There will be one 10 mark question which uses the command ‘Applying material from item and your knowledge evaluate’ ..... and one 30 mark questions. In both, 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 demonstrate the skills of being synoptic and embed these skills into all of their responses to secure the top knowledge, application and evaluation skills. Students will also complete a 20 mark Methods in context question on Research methods and will develop their</p>	<p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>• Produce a revision resources for topics 3 and 4</li> <li>• Assessment preparation for 40 mark Families &amp; Households assessment from Topic 1-7.</li> <li>• Completion of actions from marked 40 mark Topic 1-7- Families and Households assessment.</li> <li>• Completion of actions from marked 50 mark Education assessment.</li> <li>• Preparation for progression exams – Paper 1 (70 marks)</li> </ul> <p><b>Optional homework &amp; literacy resources:</b></p> <p><b>Skills Practice:</b></p> <ul style="list-style-type: none"> <li>• Weekly question plan set from Families &amp; Households- 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></li> </ul> <p><b>Reading list:</b></p> <ul style="list-style-type: none"> <li>• Invisible Women. Exposing Data Bias In A World Designed for Men- Caroline Criado Perez (Topic 7)</li> <li>• Living Dolls – the return of sexism – Natasha Walter (Topic 7)</li> </ul> <p><b>Documentaries:</b></p> <ul style="list-style-type: none"> <li>• The Mask You Live In (Google Play) (Topic 7)- <a href="https://play.google.com/store/movies/details/Th">https://play.google.com/store/movies/details/Th</a></li> </ul>
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	<p><b><u>Paper 3: Crime &amp; Deviance with Theory &amp; Methods</u></b></p> <p><b>Topic 3: Class Power &amp; Crime</b></p> <p>This topic will develop students' knowledge on why Marxists see crime as inevitable in capitalist society. Students will look at Marxist and neo-Marxist approaches to crime and deviance and the nature and extent of white collar corporate crimes. Students will develop their analysis skills by analysing the different explanations for white collar and corporate crime and their evaluation skills by assessing the strengths and limitations of each of the Marxist and Neo-Marxists approaches</p>	<p>application skills, linking the method to a typical issue a sociologist would research. The assessment is 1 hour, 45 minutes, with no notes in timed conditions, and in the exam theatre.</p> <p>Students complete their progression exam on a full families &amp; households paper (which makes up the first half of the completed paper 2). This paper will cover topics 1-7. Students complete x2 10 mark question and x1 20 mark question, which uses the statement and command verbs of 'Outline and explain', 'Applying material from item and your knowledge evaluate'..... Students will be required to demonstrate the skills of knowledge and</p>	<p><a href="https://www.youtube.com/watch?v=Q7MkSpJk5tM">e Mask You Live In?id=ErOHoTHBf7Q&amp;hl=en&amp;gl=US&amp;pli=1</a></p> <ul style="list-style-type: none"> <li>• The Red Pill (You Tube) (Topic 7)- <a href="https://www.youtube.com/watch?v=Q7MkSpJk5tM">https://www.youtube.com/watch?v=Q7MkSpJk5tM</a></li> <li>• <b>Podcast: Thinking Allowed</b> – Ethnography – what is it and why do we need it? (BBC iplayer)</li> </ul> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• <b>The Dead are Rising</b> – The Life of Malcolm X, Les and Tamara Payne.</li> <li>• <b>The Sword and the Shield</b> – The Revolutionary lives of Martin Luther King and Malcolm X, Peniel E Joseph.</li> </ul> <p><b>Beliefs in Society: Documentaries</b></p> <ul style="list-style-type: none"> <li>• The Mormon's are Coming – <b>BBC iplayer</b> <a href="https://www.bbc.co.uk/iplayer/episode/m001jnfb/the-mormons-are-coming">https://www.bbc.co.uk/iplayer/episode/m001jnfb/the-mormons-are-coming</a></li> <li>• <b>Louis Theroux</b> – The Most Hated Family in America – Netflix</li> <li>• <b>'How to be a cult leader'</b> Netflix</li> </ul> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>• Produce a revision resource after each topic (using the revision checklist)- Topics 3 Crime &amp; Deviance with Theory &amp; Methods.</li> </ul>
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		<p>understanding and application of sociological theories, concepts, evidence and research methods. Students will also analyse and evaluate sociological theories, concepts, evidence and research methods. The second 10 mark questions will require evaluation and builds on the skills required for the first 10 mark assessment in Autumn 1. Students will demonstrate the skills of being synoptic and embed these skills into all of their responses to secure the top knowledge, application and evaluation skills. The assessment is 1 hour, no notes in timed conditions, and in the exam theatre.</p>	<ul style="list-style-type: none"> <li>• Assessment preparation for Progression Exam- Paper 2: Families &amp; Households- Topic 1-7.</li> </ul> <p><b>Optional homework &amp; literacy resources:</b></p> <p><b>Skills Practice:</b></p> <ul style="list-style-type: none"> <li>• Weekly question plan set from Paper 3 Crime &amp; Deviance- 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></li> </ul> <p><b>Reading list:</b></p> <ul style="list-style-type: none"> <li>• Crime, Inequality &amp; Power- Eileen B Leonard (Topic 3)</li> </ul> <p><b>Documentaries:</b>  The Madoff Affair (Topic 3)- Youtube- <a href="https://www.youtube.com/watch?v=rH1Y66lwKvc">https://www.youtube.com/watch?v=rH1Y66lwKvc</a>  Aileen Wuornos: The story of a serial killer (Topic 5)- Youtube- <a href="https://www.youtube.com/watch?v=rH1Y66lwKvc">https://www.youtube.com/watch?v=rH1Y66lwKvc</a></p>
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