



## SOCIOLOGY CURRICULUM MAP

Intent:

By the end of the AQA A Level course, Sociology students should have an in-depth critical understanding of sociological theories, perspectives and methods. AQA has been selected as the exam board as it offers the most comprehensive specification and is the best resourced. The central focus of study is on UK society today, with consideration given to comparative dimensions where relevant, including the siting of UK society within its globalised context. Students will apply the integral core themes of socialisation/culture/identity and social differentiation/power/stratification to particular substantive areas of Sociology: Education, Crime and Deviance plus two additional optional areas. Students should understand the significance of conflict and consensus, social structure and social action, and the role of values. Students should have knowledge of the design of the research method(s) used to obtain the data under consideration, including their strengths and limitations.

The two additional optional topics are Culture and Identity (Year 12) plus Media (Year 13). These topics have been opted for as they most effectively engage and grow our students' sociological knowledge and imagination and they also support the school values in developing students who learn about the contemporary world in which they live and also encourage and support debate around society's big ideas.

### Key Stage 5: A levels

YEAR 12	Education	Sociological Research Methods	Methods in Context	Culture and Identity
<b>Key Knowledge</b>	<ul style="list-style-type: none"> <li>• the role and purpose of education</li> <li>• differential educational achievement by social class, gender and ethnicity</li> <li>• relationships and processes in school</li> <li>• the significance of educational policies</li> </ul>	<ul style="list-style-type: none"> <li>• quantitative and qualitative methods of research; research design</li> <li>• sources of data, including questionnaires, interviews, participant and non-participant observation, experiments, documents and official statistics</li> <li>• the distinction between primary and secondary data, and between quantitative and qualitative data</li> <li>• the relationship between positivism, interpretivism and sociological methods; the nature of 'social facts'</li> <li>• the theoretical, practical and ethical considerations influencing choice of topic, choice of method(s) and the conduct of research</li> </ul>	<p>Students must be able to apply sociological research methods to the study of education.</p>	<ul style="list-style-type: none"> <li>• different conceptions of culture, including subculture, mass culture, folk culture, high and low culture, popular culture and global culture</li> <li>• the socialisation process and the role of the agencies of socialisation</li> <li>• the self, identity and difference as both socially caused and socially constructed</li> <li>• the relationship of identity to age, disability, ethnicity, gender, nationality, sexuality and social class in contemporary society</li> <li>• the relationship of identity to production, consumption and globalisation.</li> </ul>
<b>Key subjects Skills</b>	<p>Sociology students</p> <ul style="list-style-type: none"> <li>• focus on analysing and understanding contemporary society</li> <li>• develop a critical and reflective thinking with a respect for social diversity</li> <li>• develop an awareness of the importance of social structure and social action in explaining social issues</li> <li>• develop their own sociological awareness through active engagement with the contemporary social world</li> <li>• acquire knowledge and a critical understanding of contemporary social processes and social changes</li> <li>• appreciate the significance of theoretical and conceptual issues in sociological debate</li> <li>• understand and evaluate sociological methodology and a range of research methods through active involvement in the research process</li> <li>• develop skills that enable individuals to focus on their personal identity, roles and responsibilities within society</li> <li>• develop a lifelong interest in social issues.</li> </ul>			

<p><b>Personal development:</b></p> <ul style="list-style-type: none"> <li>• RSE</li> <li>• Online safety</li> <li>• Enrichment</li> </ul>	<p>Students learn about stereotypes and how these can impact negatively upon life chances e.g., underachievement educationally.</p> <p>They learn about different types of relationships. These include teacher:pupil relationships and peer:peer relationships. They learn how to respect others' boundaries and minimising conflict whilst acknowledging others' freedom of speech.</p> <p>Students learn about the history of education, including social policies and political decisions and their impact on opportunities and outcomes.</p>	<p>Students learn how to deal sensitively with social data and consider ethical issues of privacy and respect.</p>	<p>Students learn how to consider the appropriateness of using research methods in specific scenarios and with certain participants.</p> <p>This requires them to consider ethics, personal and individual difference and sensitivity when looking at specific educational issues.</p>	<p>Students learn about the variety of different types of relationships and the importance of both freedom of choice and legal issues.</p> <p>They consider how an individual's identity can be self-selected and/or socially constructed.</p> <p>They consider that they should expect to be treated respectfully, whilst also respecting and being tolerant of others.</p> <p>They will consider how cultural expectations will impact upon behaviours.</p>
<p><b>Connections with careers</b></p>	<p>Sociology is valuable in a range of careers, including:</p> <ul style="list-style-type: none"> <li>Police and probation services</li> <li>Local and central government</li> <li>Social and market research</li> <li>Charitable, counselling and voluntary organisations</li> <li>Public relations, journalism and communications</li> <li>Media and marketing</li> <li>Law firms and the criminal justice system</li> <li>Teaching and education</li> </ul>			
<p><b>Home support</b></p>	<p>Tutor 2U resources: <a href="https://www.tutor2u.net/sociology">https://www.tutor2u.net/sociology</a></p> <p>Seneca Revision: <a href="https://app.senecalearning.com/classroom/course/394f386b-c5dc-4312-92fe-91c480ca67bb/section/8cd34724-8db6-40a6-9116-9c5e3e41c174/session">https://app.senecalearning.com/classroom/course/394f386b-c5dc-4312-92fe-91c480ca67bb/section/8cd34724-8db6-40a6-9116-9c5e3e41c174/session</a></p> <p>Hectic Teacher variety of resources: <a href="https://www.hectic-teacher.co.uk/">https://www.hectic-teacher.co.uk/</a></p> <p>Additional resources available on Teams</p> <p>Sociology Review: copies available in the library</p> <p>Additional reading material: see book list</p>			

YEAR 13	Crime and Deviance	The Media	Sociological Theory
<b>Key Knowledge</b>	<ul style="list-style-type: none"> <li>• crime, deviance, social order and social control</li> <li>• the social distribution of crime and deviance by ethnicity, gender and social class, including recent patterns and trends in crime</li> <li>• globalisation and crime in contemporary society; the media and crime; green crime; human rights and state crimes</li> <li>• crime control, surveillance, prevention and punishment, victims, and the role of the criminal justice system and other agencies.</li> </ul>	<ul style="list-style-type: none"> <li>• the new media and their significance for an understanding of the role of the media in contemporary society</li> <li>• the relationship between ownership and control of the media</li> <li>• the media, globalisation and popular culture</li> <li>• the processes of selection and presentation of the content of the news</li> <li>• media representations of age, social class, ethnicity, gender, sexuality and disability</li> <li>• the relationship between the media, their content and presentation, and audiences.</li> </ul>	<ul style="list-style-type: none"> <li>• consensus, conflict, structural and social action theories</li> <li>• the concepts of modernity and post-modernity in relation to sociological theory</li> <li>• the nature of science and the extent to which Sociology can be regarded as scientific</li> <li>• the relationship between theory and methods</li> <li>• debates about subjectivity, objectivity and value freedom</li> <li>• the relationship between Sociology and social policy.</li> </ul>
<b>Key subjects Skills</b>	<p>Sociology students</p> <ul style="list-style-type: none"> <li>• focus on analysing and understanding contemporary society</li> <li>• develop a critical and reflective thinking with a respect for social diversity</li> <li>• develop an awareness of the importance of social structure and social action in explaining social issues</li> <li>• develop their own sociological awareness through active engagement with the contemporary social world</li> <li>• acquire knowledge and a critical understanding of contemporary social processes and social changes</li> <li>• appreciate the significance of theoretical and conceptual issues in sociological debate</li> <li>• understand and evaluate sociological methodology and a range of research methods through active involvement in the research process</li> <li>• develop skills that enable individuals to focus on their personal identity, roles and responsibilities within society</li> <li>• develop a lifelong interest in social issues.</li> </ul>		
<b>Personal development:</b> <ul style="list-style-type: none"> <li>• RSE</li> <li>• Online safety</li> <li>• Enrichment</li> </ul>	<p>Students learn about the growth of cyber crime and consider its impact on both individuals and wider society. They also learn about the globalisation of crime and review how negatively impactful that has become.</p> <p>They identify how a ‘victimless’ crime is usually a misnomer.</p> <p>Students also identify how social groups are not proportionately represented as both victims and perpetrators of crime.</p>	<p>Students are able to learn about the controlling opportunities of the media in a range of ways, including ideological manipulation, reinforcing stereotypes and biased news reporting.</p> <p>Students are also able to consider the role that social media plays in their lives and evaluate more effectively the aspects of choice and control.</p>	<p>Students are able to engage in the more theoretical aspects of Sociology, encouraging them to learn about the contemporary world in which they live and also encouraging and supporting debate around society’s big ideas.</p>

	<p>Students consider how criminal behaviour should be controlled, including evaluating surveillance, rehabilitation, punishment and the role of the CJS.</p>		
<p><b>Connections with careers</b></p>	<p>Sociology is valuable in a range of careers, including:</p> <ul style="list-style-type: none"> <li>Police and probation services</li> <li>Local and central government</li> <li>Social and market research</li> <li>Charitable, counselling and voluntary organisations</li> <li>Public relations, journalism and communications</li> <li>Media and marketing</li> <li>Law firms and the criminal justice system</li> <li>Teaching and education</li> </ul>		
<p><b>Home support</b></p>	<p>Tutor 2U resources: <a href="https://www.tutor2u.net/sociology">https://www.tutor2u.net/sociology</a>  Seneca Revision: <a href="https://app.senecalearning.com/classroom/course/394f386b-c5dc-4312-92fe-91c480ca67bb/section/8cd34724-8db6-40a6-9116-9c5e3e41c174/session">https://app.senecalearning.com/classroom/course/394f386b-c5dc-4312-92fe-91c480ca67bb/section/8cd34724-8db6-40a6-9116-9c5e3e41c174/session</a>  Hectic Teacher variety of resources: <a href="https://www.hectic-teacher.co.uk/">https://www.hectic-teacher.co.uk/</a> Sociology Review: copies available in the library  Additional reading material: see book list</p> <p>Additional resources available on Teams</p>		