

INVEST in the power of the written word	EXPERIENCE a range of cultures, histories and beliefs	EXPLORE the shared values of civilisation	SHAPE society and our place within it	GROW as instinctive readers, writers and orators	PURSUE English beyond the classroom
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Year 12 Sociology	HT1-HT2	HT3	HT4-HT5	HT6
Topic/Paper	Families (Paper 2)	Research Methods (Paper1 & 3)	Education (Paper 1)	Beliefs (Paper 2)
Developing Cultural Capital	<p>In this topic students will examine different aspects of family life and the impact of social changes on the family. They will debate questions such as are husbands and wives today equal? How has our attitudes to childhood changed? And how does the family have an impact on government policies and laws.</p> <p>Students will also explore sociological theories of the family and consider its role or purpose within society. This will lead students to debate on the main sociological perspectives including Functionalism, Marxism and Feminism.</p> <p><b>Illuminating Texts/ opportunities for wider reading/ research:</b></p> <ul style="list-style-type: none"> <li>AQA A Level Sociology Book One</li> <li>Nickie Charles (2012) Families, communities and social change: then and now, The Sociological Review, (60) 3, pp. 438–456</li> <li>Libby Brooks (2006) The Story of Childhood: Growing up in Modern Britain. London, Bloomsbury.</li> </ul>	<p>In this topic students will consider how sociologists study society and the topic they are interested in. They will gain an understanding of how sociologists develop theories and test these, collecting evidence to support or reject the theory.</p> <p>Students will consider what impacts the choice of research method they use when obtaining such evidence and begin to examine how such methods can be used in the study of education.</p> <p><b>Illuminating Texts/ opportunities for wider reading/ research:</b></p> <ul style="list-style-type: none"> <li>AQA A Level Sociology Book One</li> <li>David Silverman Doing Qualitative Research (2021) 6th Ed., London, Sage.</li> <li>Mark Balnaves and Peter Caputi (2001) Introduction to quantitative research</li> </ul>	<p>In this topic students will consider important questions about education. They will consider why some pupils achieve more than others exploring the impact of class, gender and background on educational outcomes. Students will examine the role of education within society and what its function is making links here to sociological perspectives.</p> <p>Students will consider the impact of laws and policies on the education system and the impact of these on student achievement and equality, questioning the varying experiences of pupils in school.</p> <p><b>Illuminating Texts/ opportunities for wider reading/ research:</b></p> <ul style="list-style-type: none"> <li>AQA A Level Sociology Book One</li> <li>Sigal Alon and Marta Tienda (2007) Diversity, Opportunity, and the Shifting Meritocracy in Higher Education, American Sociological Review, 72(4), pp. 487–511</li> <li>Gary Wilson (2013) Breaking through barriers to boys achievement: Developing a caring masculinity, 2nd ed.</li> </ul>	<p>In this topic student will have the opportunity to consider what counts as a religious belief system. Students will understand that sociologists are not concerned with whether religious beliefs are true or false, but with how religions are organised and whether religious beliefs can be viewed as sources of social solidarity or conflict.</p> <p>Many cultures throughout history have developed religious belief systems that address the 'big' questions and aim to give meaning to the world. In the 21st century, religious belief systems continue to influence how people view their moral obligations and responsibilities and organise their daily lives. Students will examine the impact of this on society.</p> <p><b>Illuminating Texts/ opportunities for wider reading/ research:</b></p> <ul style="list-style-type: none"> <li>AQA A Level Sociology Book Two</li> <li>Roberts, Keith A., and Yamane, David. (2012) Religion in Sociological Perspective, 5th ed. London, Sage publications.</li> <li>Ambirajan, S. (2000) Globalisation, Media and Culture, Economic and Political Weekly, June 35(25), pp. 2141–2147.</li> </ul>
Retainable Knowledge	<ul style="list-style-type: none"> <li>The relationship of the family to the social structure and social change, with reference to the economy and to state policies</li> <li>Changing patterns of marriage, cohabitation, separation, divorce, childbearing, and the life course, including the sociology of personal life, and the diversity of contemporary family and household structures</li> <li>Gender roles, domestic labour, and power relationships within the family in contemporary society</li> <li>The nature of childhood, and changes in the status of children in the family and society</li> <li>Demographic trends in the United Kingdom since 1900.</li> </ul>	<ul style="list-style-type: none"> <li>Quantitative and qualitative methods of research.</li> <li>Sources of data, including questionnaires, interviews, participant and non-participant observation, experiments, documents and official statistics.</li> <li>The distinction between types of 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>	<ul style="list-style-type: none"> <li>The role and functions of the education system, including its relationship to the economy and to class structure</li> <li>Differential educational achievement of social groups by social class, gender and ethnicity.</li> <li>Relationships and processes within schools, with reference to teacher/pupil relationships, pupil identities and subcultures, the hidden curriculum, and the organisation of teaching and learning</li> <li>The significance of educational policies, including policies of selection, marketisation and privatisation, and policies to achieve greater equality of opportunity or outcome,</li> <li>The impact of globalisation on educational policy.</li> </ul>	<ul style="list-style-type: none"> <li>Ideology, science and religion, including both Christian and non-Christian religious traditions.</li> <li>The relationship between social change and social stability, and religious beliefs, practices, and organisations</li> <li>Religious organisations, including cults, sects, denominations, churches and new age movements, and their relationship to religious and spiritual belief and practice.</li> <li>The relationship between different social groups and religious/spiritual organisations and movements, beliefs and practices</li> <li>The significance of religion and religiosity in the contemporary world, including secularisation and globalisation and the spread of religions.</li> </ul>
Cross Curricular Links	<ul style="list-style-type: none"> <li><b>Criminology</b> – links to laws and policies</li> <li><b>History</b> – Links to policy and changing nature of childhood/ <b>Geography</b> – demography</li> <li><b>Life skills</b> – Domestic violence, multiculturalism, LGBTQ+</li> </ul>	<ul style="list-style-type: none"> <li><b>Science</b> – methods for research, use of terminology</li> <li><b>Psychology</b> – research methods</li> </ul>	<ul style="list-style-type: none"> <li><b>Criminology</b> – links to laws and policies</li> <li><b>History</b> – Links to policy and changes in the education system.</li> <li><b>English Language</b> – Impact of social class/ speech codes</li> </ul>	<ul style="list-style-type: none"> <li><b>Religious studies</b> – understanding of different religions</li> <li><b>History</b> – religion and social change</li> </ul>

Vocabulary	Instrumental role Symmetrical family Joint conjugal roles Dual burden Social construct Toxic childhood Age patriarchy Dependency ratio Migration Nuclear family	Expressive role Segregated conjugal roles March of progress Triple shift Child-centredness Capitalist class Globalisation Ageing population Secularisation Bean pole family	Practical Ethical Theoretical Quantitative Qualitative Confidentiality Reliability Validity Representativeness Positivist	Interpretivist Hypothesis Pilot study Operationalised Hawthorne effect Lab/ Field experiment Covert/ Overt Rapport Authenticity Comparative method	Ascribed status Collectivism Immediate gratification Restricted code Elaborated code Material deprivation Cultural Capital Cultural deprivation Self-fulfilling prophecy Sub-cultures	Bourgeoisie Proletariat Fatalism Labelling Interactionists Symbolic violence Meritocracy Tripartite Marketisation Cream-skimming	Millenarianism Fundamentalism Quasi-religion Globalisation Rationalisation Limited pluralism Multi-faith society Religiosity Spiritual shopper Metanarratives	New religious movements Sect Cult Denominations Cultural imperialism Liberation theology Calvinism Collective conscience Marginalisation Hegemony
Assessments	<ul style="list-style-type: none"> <li>Families SPA</li> <li>Selection of exam style questions completed in class to assess knowledge of mini-topics within the unit</li> </ul>	<ul style="list-style-type: none"> <li>Research Methods SPA</li> <li>Selection of exam style questions completed in class to assess knowledge of mini-topics within the unit</li> </ul>	<ul style="list-style-type: none"> <li>Research Methods SPA</li> <li>Selection of exam style questions completed in class to assess knowledge of mini-topics within the unit</li> </ul>	<ul style="list-style-type: none"> <li>Research Methods SPA</li> <li>Selection of exam style questions completed in class to assess knowledge of mini-topics within the unit</li> </ul>				