

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 13 Sociology	HT1	HT1 – HT2	HT2-4
Topic/Paper	Beliefs (Paper 2)	Theory and Methods (Paper 3)	Crime and Deviance (Paper 3)
Developing Cultural Capital	<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>Illuminating Texts/ opportunities for wider reading/ research:</p> <ul style="list-style-type: none"> ● AQA A Level Sociology Book Two ● Roberts, Keith A., and Yamane, David. (2012) Religion in Sociological Perspective, 5th ed. London, Sage publications. ● Ambirajan, S. (2000) Globalisation, Media and Culture, Economic and Political Weekly, June 35(25), pp. 2141–2147. 	<p>In this topic students will examine how sociologists seek to answer questions and develop theories about the social world. Students will look at differing research methods and consider whether sociology is a scientific subject that produces objective knowledge.</p> <p>Students will also build on their knowledge of theories by examining modernist theories of society in their explanation of society in addition to looking at how the major changes in society can be linked to globalisation. Finally, students will consider the relationship between sociology and social policy.</p> <p>Illuminating Texts/ opportunities for wider reading/ research:</p> <ul style="list-style-type: none"> ● AQA A Level Sociology Book Two ● Baron, Stephen. W. (2006) 'Street youth, strain theory and crime', Journal of Criminal Justice, 34(2), pp. 209–223. ● Webster, C. (2008) Marginalized white ethnicity, race and crime, Theoretical Criminology, 12(3), pp. 293– 312. ● Garland, D. (2008) On the Concept of Moral Panic, Crime Media Culture, 4(1), pp. 9–30. 	<p>In this topic student will have the opportunity to consider major sociological theories. The will look at a range of issues in relation to crime and deviance, such as class, gender and ethnicity; the media; globalisation, the environment and human rights; crime prevention, surveillance, control and victims.</p> <p>The sociology of crime and deviance is about rules and rule breaking. Sociologists are interested in who breaks rules and why they do so, why some groups are more likely to break rules than others and who makes and enforces the rules.</p> <p>Illuminating Texts/ opportunities for wider reading/ research:</p> <ul style="list-style-type: none"> ● AQA A Level Sociology Book Two ● David Silverman Doing Qualitative Research (2021) 6th Ed., London, Sage. ● Mark Balnaves and Peter Caputi (2001) Introduction to quantitative research methods: An investigative approach. London, Sage. ● Williams, Malcolm. (2000) Interpretivism and Generalisation, Sociology, May 34(2), pp. 209–224.
Retainable Knowledge	<ul style="list-style-type: none"> ● Ideology, science and religion, including both Christian and non-Christian religious traditions. ● The relationship between social change and social stability, and religious beliefs, practices, and organisations ● Religious organisations, including cults, sects, denominations, churches and new age movements, and their relationship to religious and spiritual belief and practice. ● The relationship between different social groups and religious/spiritual organisations and movements, beliefs and practices 	<p>Students must examine the following areas:</p> <ul style="list-style-type: none"> ○ quantitative and qualitative methods of research ○ sources of data ○ the distinction between primary and secondary data, and between quantitative and qualitative data ○ the relationship between positivism, interpretivism and sociological methods; the nature of 'social facts' ○ the theoretical, practical and ethical considerations ○ consensus, conflict, structural and social action theories 	<p>Students are expected to be familiar with sociological explanations of the following content:</p> <ul style="list-style-type: none"> ● crime, deviance, social order and social control ● the social distribution of crime and deviance by ethnicity, gender and social class, including recent patterns and trends in crime ● globalisation and crime in contemporary society; the media and crime; green crime; human rights and state crimes ● crime control, surveillance, prevention and punishment, victims, and the role of the criminal justice system and other agencies.

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	<ul style="list-style-type: none"> The significance of religion and religiosity in the contemporary world, including secularisation and globalisation and the spread of religions. 		<ul style="list-style-type: none"> the concepts of modernity and post-modernity the nature of science the relationship between theory and methods debates about subjectivity, objectivity and value freedom the relationship between Sociology and social policy. 			
Cross Curricular Links	<ul style="list-style-type: none"> Religious studies – understanding of different religions History – religion and social change 		<ul style="list-style-type: none"> Psychology – Research methods Science- Sociology as a science 		<ul style="list-style-type: none"> Criminology – Theories of crime, measures of crime control Media studies – Crime represented in the media 	
Vocabulary	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	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	White collar crime Labelling Ideological functions Criminogenic Strain theory Differential association Zero tolerance Rational choice theory Marginalisation Chivalry thesis	Liberation thesis Victimisation Moral panic Deviance amplification spiral Cyber crime Globalisation Green crime State Crime Displacement Surveillance
Assessments	Beliefs SPA Selection of exam style questions completed in class to assess knowledge of mini-topics within the unit		Theories and methods SPA Selection of exam style questions completed in class to assess knowledge of mini-topics within the unit		Selection of exam style questions completed in class to assess knowledge of mini-topics within the unit	