

# Year 13 Sociology Bilton School Planning for Progress over Time Programme of Study 2023/24

	Term 1 Crime and Deviance	Term 2 Theory and Methods	Term 3 Beliefs in Society	Term 4 Beliefs in society	Term 5 Theory and Methods	Term 6
	06/09/2023 11/09/2023 18/09/2023 25/09/2023 02/10/2023 09/10/2023 16/10/2023 23/10/2023 HOLIDAY: 1 WEEK	06/11/2023 13/11/2023 20/11/2023 27/11/2023 04/12/2023 11/12/2023 18/12/2023 HOLIDAY: 2 WEEKS	08/01/2023 15/01/2023 22/01/2023 29/01/2023 05/02/2023 HOLIDAY: 1 WEEK	19/02/2023 26/02/2023 04/03/2023 11/03/2023 18/03/2023 HOLIDAY: 2 WEEKS	08/04/2023 15/04/2023 22/04/2023 29/04/2023 06/05/2023 13/05/2023 20/05/2023 HOLIDAY: 1 WEEK	03/06/2023 10/06/2024 17/06/2023 24/06/2024 01/07/2024 08/07/2024 15/07/2024
	Overview of C & D lockdown. Re-teach areas. Students identify with PLC Re-teach – Labelling, Subcultures and Marxism DIRT Re-teach – Labelling, Subcultures and Marxism DIRT Realism – Left and Right . Timed Realism Gender and Crime Ethnicity and Crime Media and Crime -social media project. Timed essay Globalisation and Crime , Green Crime and State crime	Revision – 20 mark questions Revision - 6 mark questions and 10 mark questions PPE PPE - Week Paper 2 Control, Punishment and Victims Victims of crime. Overview of C & D – PLC Control, Punishment and Victims Victims of crime. Overview of C & D – PLC New topic: Beliefs in society – Introduction to new topic. Theories of religion. Functionalist Functionalism and Religion. Marxism and Religion, Weber and Social Change.	Religion and Social Change: Weber, Marxism, religion and change. PLC for first two topics. Social Change – Secularisation: Secularisation in America PLC Assessment - nearpod Religion, Renewal and choice: Religious market theory, an alternative to view: secularisation and security Religion in a Global context , Religious Organisations Religious Organisations, Ideology and Science	PPE - will depend on areas for development which will be identified through PLCs and class assessments PPE DIRT – Re-teach Religious Participant ion Ideology and Science – timed assessment using nearpod. Assessment week tTBC	Review – quantitative/qualitative methods. RM revisio Sociology as a science, Objectivity and values Functionalism, Marxism Feminism, Action theories Globalisation, Modernity and Postmodernity – Social Policy P1 and 3 assessment on T & M EXAM 7192/1 Education with theory and methods 20th May	EXAM 7192/2 Topics in Sociology 4th June EXAM 7192/3 Crime and deviance with theory and methods 11th June Study Leave Study Leave Study Leave Study Leave Study Leave
	<b>Half Term</b>	<b>Half Term</b>	<b>Half Term</b>	<b>Half Term</b>	<b>Half Term</b>	<b>Half Term</b>
	<b>Christmas Holidays</b>	<b>Christmas Holidays</b>	<b>Christmas Holidays</b>	<b>Christmas Holidays</b>	<b>Easter Holidays</b>	<b>Easter Holidays</b>
	<b>Baseline data – AS PPE</b> <b>Two FAR/assessment pieces with DIRT.</b> Students to answer the short answer question from the specimen A-level Paper 3 (7192/3) – outline three reasons why females may be less likely than males to commit crimes (6 marks). <b>(Timed conditions)</b> Item based work – questions linked to item to get students to develop understanding of item and question and look at how the question focuses on two elements. Student complete a plan for ‘Applying material from Item B and your knowledge, evaluate’ question in relation to media (30 marks). Specimen paper. Use evaluation cards to identify key evaluation points for each theory – left realism, right realism, postmodernity, feminism.	<b>PPE x3 papers</b> <b>Two FAR/assessment pieces with DIRT.</b> Group plan essay – ‘Applying material from Item A, analyse’ question in relation to ethnicity (10 marks). Article James Bulger – explore the notions of media causing crime – update and make current – look at the role of the media in the riots. Develop evaluation – link to McRobbie – look at how relevant moral panics are in today’s society. ‘Outline and explain two ways in which the media can cause crime (10 marks).	<b>PPE x3 papers</b> <b>Two FAR/assessment pieces with DIRT.</b> Applying material from Item A, analyse two ways in which people’s characteristics or behaviour might contribute to being a victim of crime. 10 mark Class and individual feedback sheets End of topic test (await guidance regrading assessment Timed essay. Applying material from Item A, analyse two reasons why situational crime prevention strategies may not be effective in reducing crime (10 marks) Specimen paper. –10 mark State Crime Verbal and individual feedback given to students Outline and explain two functions of religion. (10 marks) Class plan Evaluate the claim that religion performs an ideological function in the interests of powerful groups. (20 m) MARXISM Applying material from Item B and your own knowledge, evaluate the extent to which religious beliefs can be a force for social change. (20 m ) Plan provided for students Class and individual feedback sheets Outline and explain two reasons why figures on attendance at mainstream churches may overstate the degree of secularisation in Britain today. 10 , Class and individual feedback sheets Evaluate the impact of postmodernity on religious and spiritual beliefs and practices. 20 marks Provide class with a plan Class and individual feedback sheets	<b>PPE TBC</b> <b>Two FAR/assessment pieces with DIRT.</b> Create links between perspectives – needed for Paper 1 and 3. AO3 developed with this task. Outline and explain two reasons why Sociology can’t be a science. FAR Look at extension questions for A-level Paper 3 (7192/3) – ‘Applying material from Item C and your knowledge, evaluate the usefulness of Marxist approaches to understanding society (20 marks). Specimen paper .PPE QU. Objectivity/Subjectivity post it note plan. Class group essay plan - Exam technique – look at ‘Applying material from Item C and your knowledge, evaluate’ question in relation to feminism (20 marks). Consider how to demonstrate evaluation skills and give students examples of work where a student has demonstrated evaluation skills effectively and where a student hasn’t. Example work for an ‘Applying material from Item C and your knowledge, evaluate’ question relating to objectivity and values (20 marks). Students to identify where the answers demonstrate good exam skills. Students to mark the work. Look at an ‘Applying material from Item C and your knowledge, evaluate’ question relating to science (20 marks) – identify key terminology in the question. Exam technique – ‘Outline and explain question’ in relation to questionnaires (10 marks). Exam technique – look at how this could be developed for an ‘Applying material from Item C and your knowledge, evaluate’ question relating to questionnaires (20 marks) Exam technique – ‘Outline and explain’ question in relation to interviews (10 marks)	Assessment TBC Overview of course. Create links task: Completed content, students should now begin to see links between all units. Sim/Diff task between perspectives. Students highlight the areas they are concerned with. Begin reteach using revision ppts and worksheets.	
<b>Progress and assessment</b>						

How progress is assessed	Controlled assessment plan at the end of each section	Controlled assessment plan at the end of each section	Controlled assessment plan at the end of each section	Controlled assessment plan at the end of each section	Practice exam questions
<b>Homework</b>	Revision cards for all perspective on crime. Complete essay question 'Applying material from Item B and your knowledge, evaluate' question in relation to gender (30 marks). Read Sociology Review article and summarise: Gender and white collar crime (Volume 22, issue 2). Make notes from BSA Discover Sociology on 'Crime statistics and ethnicity' Students complete 'Applying material from Item B and your knowledge, evaluate' question in relation to ethnicity (30 marks). Students plan an essay on 'Applying material from Item B and your knowledge, evaluate' question in relation to ethnicity (30 marks).	Look at an 'Applying material from Item C and your knowledge, evaluate' question relating to policy (20 marks) – identify key terminology in the question Exam technique – plan an 'Applying material from Item C and your knowledge, evaluate' question relating to postmodernity (20 marks). Exam technique – plan an 'Applying material from Item C and your knowledge, evaluate' question relating to positivism and one on interpretivism (20 marks). Exam technique – look at how this could be developed for an 'Applying material from Item C and your knowledge, evaluate' question relating to positivism (20 marks).	Complete booklets for Beliefs in Society – Tasks in booklets, wider reading an exam qu.	Complete booklets for Theories and Rm Tasks in booklets, wider reading an exam qu.	
<b>Key Vocabulary/literacy opportunities</b>	Video clip: <b>KW: TED talks – Misha Glenny talk on cyber-crime.</b> Discussion of mods and rockers – create a story board to depict key stages. Students watch <b>KW: TED talk about McMafia.</b> Discussion of Khmer Rouge and possible state crime. Watch clip of <b>KW: waterboarding – Christopher Hitchens.</b> Keyword tests each week.	Discuss extension of knowledge for the 20 mark question for functionalism. Sociology.uk.net class clips on theory. Keyword tests each week. Writing frames for exam questions. Learning the exam method. Model answers	Keyword tests each week. Writing frames for exam questions. Learning the exam method. Model answers	Keyword tests each week. Writing frames for exam questions. Learning the exam method. Model answers	
<b>Connected knowledge</b>	Connections to class, gender and ethnicity from Education unit. Research Methods runs through the whole of the course. Re-teach content	'Applying material from Item C and your knowledge, evaluate'. More work will be done here on demonstrating evaluation skills – knowledge should be developed already. Methods will have been covered in the first year as part of preparation for AS and the methods question in A-level Paper 1. This topic will be reviewed and discussed in more detail than covered previously and will look at more synoptic links with regards to methods. It will also develop students' knowledge of key studies that have used each method. More work will be done on exam technique, with particular focus on A-level Paper 2.			
<b>C &amp; C</b>	Link to all topics. All topics interlink.				