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| <p>Progress and assessment</p> | <p><u>Baseline data – AS PPE</u></p> <p><u>Two FAR/assessment pieces with DIRT.</u></p> <p>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). (Timed conditions)</p> <p>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.</p> <p>Student complete a plan for ‘Applying material from Item B and your knowledge, evaluate’ question in relation to media (30 marks). Specimen paper.</p> <p>Use evaluation cards to identify key evaluation points for each theory – left realism, right realism, postmodernity, feminism.</p> | <p>Controlled assessment plan at the end of each section</p> | <p><u>PPE x3 papers</u></p> <p><u>Two FAR/assessment pieces with DIRT.</u></p> <p>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</p> <p>End of topic test (await guidance regrading assessment Timed essay.</p> <p>Applying material from Item A, analyse two reasons why situational crime prevention strategies may not be effective in reducing crime (10 marks) Specimen paper.</p> <p>–10 mark State Crime</p> <p>Verbal and individual feedback given to students</p> <p>Outline and explain two functions of religion. (10 marks)</p> <p>Class plan Evaluate the claim that religion performs an ideological function in the interests of powerful groups. (20 m) MARXISM</p> <p>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</p> <p>Outline and explain two reasons</p> | <p><u>PPE TBC</u></p> <p><u>Two FAR/assessment pieces with DIRT.</u></p> <p>Create links between perspectives – needed for Paper 1 and 3. AO3 developed with this task.</p> <p>Outline and explain two reasons why Sociology can’t be a science. FAR</p> <p>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.</p> <p>Objectivity/Subjectivity post it note plan.</p> <p>Class group essay plan - Exam technique – look at ‘Applying material from Item C and your knowledge, evaluate’ question in relation to feminism (20 marks).</p> <p>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.</p> <p>Example work for an ‘Applying material from Item C and your knowledge, evaluate’ question relating to objectivity and values (20 marks).</p> <p>Students to identify where the answers demonstrate good exam skills. Students to mark the work.</p> <p>Look at an ‘Applying material from Item C and your knowledge, evaluate’ question relating to science (20 marks) – identify key terminology in the question.</p> <p>Exam technique – ‘Outline and explain question’ in relation to questionnaires (10 marks).</p> | <p>Controlled assessment plan at the end of each section</p> | <p>Controlled assessment plan at the end of each section</p> |
| <p>How progress is assessed</p> | <p>Controlled assessment plan at the end of each section</p> | <p>Controlled assessment plan at the end of each section</p> | <p>Controlled assessment plan at the end of each section</p> | <p>Controlled assessment plan at the end of each section</p> | <p>Controlled assessment plan at the end of each section</p> | <p>Controlled assessment plan at the end of each section</p> |
| <p>Homework</p> | <p>Revision cards for all perspective on crime.</p> <p>Complete essay question ‘Applying material from Item B and your knowledge, evaluate’ question in relation to gender (30 marks).</p> <p>Read Sociology Review article and summarise: Gender and white collar crime (Volume 22, issue 2).</p> <p>Make notes from BSA Discover Sociology on ‘Crime statistics and ethnicity’</p> <p>Students complete ‘Applying material from Item B and your knowledge, evaluate’ question in relation to ethnicity (30 marks).</p> <p>Students plan an essay on ‘Applying material from Item A analyse’ question in relation to</p> | <p>Look at an ‘Applying material from Item C and your knowledge, evaluate’ question relating to policy (20 marks) – identify key terminology in the question</p> <p>Exam technique – plan an ‘Applying material from Item C and your knowledge, evaluate’ question relating to postmodernity (20 marks).</p> <p>Exam technique – plan an ‘Applying material from Item C and your knowledge, evaluate’ question relating to positivism and one on interpretivism (20 marks).</p> <p>Exam technique – look at how this could be developed for an ‘Applying material from</p> | <p>Complete booklets for Beliefs in Society –</p> <p>Tasks in booklets, wider reading an exam qu.</p> | <p>Complete booklets for Theories and Rm</p> <p>Tasks in booklets, wider reading an exam qu.</p> | <p>Complete booklets for Theories and Rm</p> <p>Tasks in booklets, wider reading an exam qu.</p> | <p>Complete booklets for Theories and Rm</p> <p>Tasks in booklets, wider reading an exam qu.</p> |
| <p>Key Vocabulary/literacy opportunities</p> | <p>Video clip: KW: TED talks – Misha Glenny talk on cyber-crime.</p> <p>Discussion of mods and rockers – create a story board to depict key stages.</p> <p>Students watch KW: TED talk about McMafia.</p> <p>Discussion of Khmer Rouge and possible state crime.</p> <p>Watch clip of KW: waterboarding – Christopher Hitchens.</p> <p>Keyword tests each week.</p> <p>Writing frames for exam questions.</p> | <p>Discuss extension of knowledge for the 20 mark question for functionalism.</p> <p>Sociology.uk.net class clips on theory.</p> <p>Keyword tests each week.</p> <p>Writing frames for exam questions.</p> <p>Learning the exam method.</p> <p>Model answers</p> | <p>Keyword tests each week.</p> <p>Writing frames for exam questions.</p> <p>Learning the exam method.</p> <p>Model answers</p> | <p>Keyword tests each week.</p> <p>Writing frames for exam questions.</p> <p>Learning the exam method.</p> <p>Model answers</p> | <p>Keyword tests each week.</p> <p>Writing frames for exam questions.</p> <p>Learning the exam method.</p> <p>Model answers</p> | <p>Keyword tests each week.</p> <p>Writing frames for exam questions.</p> <p>Learning the exam method.</p> <p>Model answers</p> |

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| <p>Connected knowledge</p> | <p>Connections to class, gender and ethnicity from Education unit.</p> <p>Research Methods runs through the whole of the course.</p> <p>Re-teach content</p> | <p>'Applying material from Item C and your knowledge, evaluate'. More work will be done here on demonstrating evaluation skills – knowledge should be developed already.</p> <p>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</p> | | | | |
| <p>C & C</p> | <p>Link to all topics. All topics interlink.</p> | | | | | |
| <p>Literacy</p> | <p>Textbook and Core Material: Students are expected to engage with core textbooks, which form the backbone of the theoretical knowledge. These include foundational texts for understanding psychological and sociological theories, methods, and studies.</p> <p>Reading Research Studies: Both subjects require students to read and analyze specific research studies and papers. For example, classic psychological experiments (e.g., Bandura, Milgram, Loftus) or sociological studies (e.g., Durkheim, Weber) are embedded into the curriculum.</p> <p>Extended Reading for Evaluation: Students are often encouraged to read beyond the textbook to understand critiques, contemporary research, and alternative viewpoints. This could include reading journal articles, case studies, or books</p> | | | | | |
| <p>SMSC</p> | <p>Spiritual Development:</p> <p>Religion and Society: Students explore the role of religion in shaping societies, examining how religious beliefs influence moral values, social structures, and personal identity. This can stimulate students' reflection on their own beliefs and values and those of others.</p> <p>Secularization and New Religious Movements: Discussions about secularization and the rise of alternative spiritual movements encourage students to think about the role of spirituality in modern life and the ways people seek meaning and purpose.</p> <p>Moral Development:</p> <p>Debates on Social Inequality: Sociology engages students in discussions about inequality, social justice, and human rights. Moral questions about fairness, justice, and the treatment of marginalized groups are central, helping students develop a sense of social responsibility and ethical awareness.</p> <p>Crime and Deviance: The study of criminal behavior and societal reactions to deviance encourages students to reflect on moral issues like punishment, rehabilitation, and the causes of criminality, fostering an understanding of the complexities of moral judgment.</p> <p>Social Development:</p> <p>Understanding Social Roles and Institutions: Sociology teaches students about the importance of family, education, and other social institutions in shaping individual and group behavior. This knowledge helps students navigate their own</p> | | | | | |
| <p>British Values</p> | <p>Democracy: Sociology examines the role of democracy and power in society, particularly through discussions of political systems, power structures, and citizenship. Students explore how individuals can participate in democratic processes and the relationship between individuals and political institutions.</p> <p>Rule of Law: The sociology of crime and deviance emphasizes the importance of the rule of law, exploring how legal systems operate, the relationship between individuals and institutions of control, and the social construction of laws. This is crucial in understanding social order and justice in a democratic society.</p> <p>Mutual Respect and Tolerance: Sociology explores diversity and multiculturalism, with units on family, religion, education, and ethnicity. Topics such as racism, sexism, class inequality, and social exclusion allow students to critically analyze</p> | | | | | |
| <p>Cultural Capital</p> | <p>Awareness of Social Inequality and Cultural Diversity: Sociology exposes students to a wide range of social issues, including class, gender, race, and ethnicity. By understanding how societies function and how inequality is produced and maintained, students gain a richer understanding of the world and develop empathy for different social groups.</p> <p>Study of Different Societies and Cultures: The study of family structures, education systems, and religious beliefs in different cultures fosters students' understanding of diversity and global perspectives. This builds their ability to navigate and appreciate cultural differences, an important aspect of cultural capital.</p> <p>Historical and Contemporary Social Movements: Students learn about significant social movements (e.g., civil rights, feminism, LGBTQ+ rights), helping them understand the historical struggles for equality and how these movements have</p> | | | | | |