



Curriculum Map: Year 12 Subject: Sociology

Topic	Key Knowledge <i>What will all students KNOW by the end of the topic?</i>	Key Skills <i>What key skills will be learnt/developed by the end of the topic? What will all students be able to DO by the end of the topic?</i>	Assessment Opportunities <i>What are the key pieces of assessment? How will students be assessed?</i>
Education (DHO)	<ul style="list-style-type: none"> • The role and functions of the education system, including its relationship to the economy and to class structure • Differential educational achievement of social groups by social class, gender and ethnicity in contemporary society • Relationships and processes within schools, with particular reference to teacher/pupil relationships, pupil identities and subcultures, the hidden curriculum, and the organisation of teaching and learning • The significance of educational policies, including policies of selection, marketisation and privatisation, and policies to achieve greater equality of opportunity or outcome, for an understanding of the structure, role, impact and experience of and access to education; the impact of globalisation on educational policy. 	<p>The exams will measure how students have achieved the following assessment objectives.</p> <ul style="list-style-type: none"> • AO1: Demonstrate knowledge and understanding of: <ul style="list-style-type: none"> ○ sociological theories, concepts and evidence ○ sociological research methods • AO2: Apply sociological theories, concepts, evidence and research methods to a range of issues • AO3: Analyse and evaluate sociological theories, concepts, evidence and research methods in order to: <ul style="list-style-type: none"> ○ present arguments ○ make judgements ○ draw conclusions. <p>The study of Sociology must focus on contemporary society and foster the development of critical and reflective thinking with a respect for social diversity. It must provide an awareness of the importance of social structure and social action in explaining social</p>	<ul style="list-style-type: none"> • Early suitability work • Assessment week 5-9th December • Other assessment windows throughout the year – 30th March (AM deadline for ongoing assessment) and 5-9th June (mock week). • Class and homework tasks including quizzes (e.g. Kahoot), key word/concept tests and past paper questions. • Focus on 10 and 30 mark extended questions

Curriculum Map: Year 12 Subject: Sociology

		<p>issues. Students must be encouraged to develop their own sociological awareness through active engagement with the contemporary social world.</p> <p>These specifications have been designed with the clear objective of addressing the requirements above and will encourage students to:</p> <ul style="list-style-type: none">• acquire knowledge and a critical understanding of contemporary social processes and social changes• appreciate the significance of theoretical and conceptual issues in sociological debate• understand and evaluate sociological methodology and a range of research methods through active involvement in the research process• develop skills that enable individuals to focus on their personal identity, roles and responsibilities within society• develop a lifelong interest in social issues. <p>Students will also develop skills in note-taking, extended writing and applying their knowledge to an unseen item.</p>	
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Curriculum Map: Year 12 Subject: Sociology

<p>Family (NLC)</p>	<ul style="list-style-type: none"> • The relationship of the family to the social structure and social change, with particular reference to the economy and to state policies • 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 • Gender roles, domestic labour and power relationships within the family in contemporary society • The nature of childhood, and changes in the status of children in the family and society • Demographic trends in the United Kingdom since 1900: birth rates, death rates, family size, life expectancy, ageing population, and migration and globalisation. 	<p>As above</p>	<ul style="list-style-type: none"> • Early suitability work • Assessment week 5-9th December • Other assessment windows throughout the year – 30th March (AM deadline for ongoing assessment) and 5-9th June (mock week). • Class and homework tasks including quizzes (e.g. Kahoot), key word/concept tests and past paper questions. • Focus on 10 and 20 mark extended questions
<p>Methods/ Methods in context (NLC/DHO)</p>	<ul style="list-style-type: none"> • Quantitative and qualitative methods of research; research design • Sources of data, including questionnaires, interviews, participant and non-participant observation, experiments, documents and official statistics 	<p>As above</p>	<ul style="list-style-type: none"> • Assessment windows throughout the year – 30th March (AM deadline for ongoing assessment) and 5-9th June (mock week). • Class and homework tasks including quizzes (e.g.

Curriculum Map: Year 12 Subject: Sociology

	<ul style="list-style-type: none">• 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 influencing choice of topic, choice of method(s) and the conduct of research.• Students must be able to apply sociological research methods to the study of education.		<p>Kahoot), key word/concept tests and past paper questions.</p> <ul style="list-style-type: none">• Focus on 10-mark theory questions and 20-mark methods in context questions.
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