

Curriculum Guide AQA 'A' Level Sociology at King James's School

Aims

The study of Sociology will focus on contemporary society and foster the development of critical and reflective thinking with a respect for social diversity. It will provide an awareness of the importance of social structure and social action in explaining social issues. Students will be encouraged to develop their own sociological awareness through active engagement with the contemporary social world.

The following 'learning journey' has been designed with the clear objective of addressing the requirements above and will encourage students to:

- 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
- develop skills that enable individuals to focus on their personal identity, roles and responsibilities within society
- develop a lifelong interest in social issues.

The 'A' level will be assessed through 3 written papers (2 hours per exam)

Paper 1: Education with Theory and Methods

Questions

- Education: short answer and extended writing, 50 marks
- Methods in Context: extended writing, 20 marks
- Theory and Methods: extended writing, 10 marks

Paper 2: Topics (Families and Beliefs)

Questions

- Section A: extended writing, 40 marks
- Section B: extended writing, 40 marks

Paper 3: Crime and Deviance and Theory and Methods

Questions

- Crime and Deviance: short answer and extended writing, 50 marks
- Theory and Methods: extended writing, 30 marks

Assessment Objectives

AO1. Knowledge and Understanding

AO2. Application

AO3. Analysis and Evaluation

Year 12 Learning Journey

	Teacher 1	Teacher 2
Term 1	<p>Paper 1 The Sociology of Education <u>Content</u></p> <ul style="list-style-type: none"> 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 	<p>Paper 2 Topics: The Family <u>Content</u></p> <ul style="list-style-type: none"> 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
Term 2	<p>Paper 1 The Sociology of Education <u>Content</u></p> <ul style="list-style-type: none"> the role and functions of the education system, including its relationship to the economy and to class structure 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>Paper 2 Topics: The Family <u>Content</u></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 demographic trends in the United Kingdom since 1900: birth rates, death rates, family size, life expectancy, ageing population, and migration and globalisation.
Term 3	<p>Paper 1 Methods in Context <u>Content</u></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 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 	<p>Paper 2 Beliefs <u>Content</u></p> <ul style="list-style-type: none"> the relationship between social change and social stability, and religious beliefs, practices and organisations the significance of religion and religiosity in the contemporary world, including the nature and extent of secularisation in a global context, and globalisation and the spread of religions.

Year 13 Learning Journey

Term 1	<p>Paper 2: Beliefs <u>Content</u></p> <ul style="list-style-type: none">religious organisations, including cults, sects, denominations, churches and New Age movements, and their relationship to religious and spiritual belief and practicethe relationship between different social groups and religious/spiritual organisations and movements, beliefs and practicesideology, science and religion, including both Christian and non-Christian religious traditions <p>Paper 3: Crime and Deviance <u>Content</u></p> <ul style="list-style-type: none">crime, deviance, social order and social control
Term 2	<p>Paper 3: Crime and deviance <u>Content</u></p> <ul style="list-style-type: none">the social distribution of crime and deviance by ethnicity, gender and social class, including recent patterns and trends in crimeglobalisation and crime in contemporary society; the media and crime; green crime; human rights and state crimescrime control, surveillance, prevention and punishment, victims, and the role of the criminal justice system and other agencies. <p>Paper 1 and 3: Theory and methods <u>Content</u></p> <ul style="list-style-type: none">consensus, conflict, structural and social action theoriesthe concepts of modernity and post-modernity in relation to sociological theory
Term 3	<p>Paper 1 and 3: Theory and methods <u>Content</u></p> <ul style="list-style-type: none">the nature of science and the extent to which Sociology can be regarded as scientificthe relationship between theory and methodsdebates about subjectivity, objectivity and value freedomthe relationship between Sociology and social policy.