KS5 Curriculum Overview: Year 13 A level Sociology

A learner in Year 13 will know: The topics of theory and methods, beliefs and crime and deviance, sociological perspectives towards all topics, along with how to apply content through exam technique.			**A learner in Year 13 will be able to:** apply exam technique correctly through a PEEEL approach, be able to analyse and evaluate sociological perspectives against each other, use accurate/relevant subject terminology, recall a range of sociologists, demonstrate an understanding of up to date examples from society as evidence and be able to apply research methods to educational topics.		
A: Paper 1 and 3: Theory and Methods Paper 2: Beliefs	B: Paper 2: Beliefs	C: Paper 3: Crime and Deviance	D: Paper 3: Crime and Deviance with Theory and Methods	E: Revision of A level content	F: Revision until final exam

Term 1	**1:1: Paper 1 and 3: Theory and Methods** **Paper 2: Beliefs**	**1:2: Paper 2: Beliefs**	Autumn % Assessment *(ensure differentiated assessment is planned too)*
Recap of year 13 content started in year 12 (Theory and Methods). ***Topics – Beliefs***	Knowledge: **Theory and Methods =** 1. Consensus, conflict, structural and social action theories 2. The concepts of modernity and post-modernity in relation to sociological theory 3. The nature of science and the extent to which sociology can be regarded as scientific 4. The relationship between theory and methods 5. Debates about subjectivity, objectivity and value freedom 6. The relationship between sociology and social policy. ***Beliefs*** = 1. Different theories of ideology, science and religion, including both Christian and non-Christian religious traditions 2. The relationship between religious beliefs and social change and stability Skills: Understanding of perspectives, recall key sociologists, identify relevant evidence from society, planning essay responses, analysing perspectives, use relevant subject terminology, apply contextual understanding to highlight analysis, demonstrate fluency with AO1/A02/A03 skills,	Knowledge: ***Beliefs*** = 3. Religious organisations, including cults, sects, denominations, churches and New Age movements, and their relationship to religious and spiritual belief and practice 4. The relationship between different social groups and religious/spiritual organisations and movements, beliefs and practices 5. The significance of religion and religiosity in the contemporary world, including the nature and extent of secularisation in a global context **Families and Households=** - Revision of year 12 content with year 13 style longer questions - Sessions using the item and how to answer longer questions Skills: Understanding of perspectives, recall key sociologists, identify relevant evidence from society, planning essay responses, analysing perspectives, use relevant subject terminology, apply contextual understanding to highlight analysis, demonstrate fluency with AO1/A02/A03 skills, accuracy and precision in academic writing and know how to spell key words/terminology correctly. Formative Assessment: Pit Stops after each topic: focus on smaller questions (10 marks) 2x Essay response every 2 weeks (20 marks) PPE: Christmas assessment – 2/2/6/20 (40 marks)	**Baseline assessment – Theory & Methods / Families** **Knowledge coverage:** Paper 2: Topics in sociology (Families and households and Beliefs) **Skills tested:** AO1-Knowledge and understanding A02- concepts/evidence/ Sociologists/perspectives A03- Analysis and evaluation **Assessment style/questions:** ***Families and Households =*** Outline and Explain (10 marks) Outline and Explain using item (10 marks)

	accuracy and precision in academic writing and know how to spell key words/terminology correctly. Formative Assessment: Baseline Test – General knowledge recap of AS content (30 marks) Pit Stops after each topic: focus on smaller questions (10 marks) 2x Essay response every 2 weeks (20 marks) End Assessment: Essay response (20 marks) End point: Students can understand and respond to an essay style question based on perspectives/topics covered. Students can identify strengths and limitations of each perspective and analyse and apply evidence/evaluation and use PEEEL structure. Students can construct an academic essay in response to the question and item (if given).	End point: Students can understand and respond to an essay style question based on perspectives/topics covered. Students can identify strengths and limitations of each perspective and analyse and apply evidence/evaluation and use PEEEL structure. Students can construct an academic essay in response to the question and item (if given). In-depth revision in preparation for Paper 2 Mock exam.	Evaluate using the item (20 marks) ***Beliefs =*** Outline and Explain (10 marks) Outline and Explain using item (10 marks) Evaluate using the item (20 marks)
Term 2	**2:1 Paper 3: Crime and Deviance**	**2:2: Paper 3: Crime and Deviance with Theory and Methods**	Spring % Assessment *(ensure differentiated assessment is planned too)*
	Knowledge: **Crime and Deviance =** 1. Different theories of crime, deviance, social order and social control 2. The social distribution of crime and deviance by age, ethnicity, gender, locality and social class, including recent patterns and trends in crime 3. Globalisation and crime in contemporary society; the mass media and crime; green crime; human rights and state crimes Skills: Understanding of perspectives, recall key sociologists, identify relevant evidence from society, planning essay responses, analysing perspectives, use relevant subject terminology, apply contextual understanding to highlight analysis, demonstrate fluency with AO1/A02/A03 skills,	Knowledge: **Crime and Deviance =** 4. Crime control, prevention and punishment, victims, and the role of the criminal justice system and other agencies 5. The sociological study of suicide and its theoretical and methodological implications 6. The connections between sociological theory and methods and the study of crime and deviance. **Theory and Methods =** - Each Research Methods from Term 1.2 should be examined demonstrating a wider range and greater depth of knowledge and understanding - Study the nature of sociological thought and methods of sociological enquiry in greater range and depth, and demonstrate more highly developed skills of application, analysis, interpretation and evaluation than at AS Level.	**Knowledge coverage:** Paper 3: **Crime and Deviance with Theory and Methods** **Skills tested:** AO1-Knowledge and understanding A02- concepts/evidence/ Sociologists/perspectives A03- Analysis and evaluation **Assessment style/questions:**

	accuracy and precision in academic writing and know how to spell key words/terminology correctly. <u>Formative Assessment:</u> Pit Stops after each topic: focus on smaller questions (4/610 marks) 2x Essay response every 2 weeks (30 marks) End Assessment: Essay response (20 marks) <u>End point:</u> Students can understand and respond to an essay style question based on perspectives/topics covered. Students can identify strengths and limitations of each perspective and analyse and apply evidence/evaluation and use PEEEL structure. Students can construct an academic essay in response to the question and item (if given).	<u>Skills</u>: Understanding of perspectives, recall key sociologists, identify relevant evidence from society, planning essay responses, analysing perspectives, use relevant subject terminology, apply contextual understanding to highlight analysis, demonstrate fluency with AO1/A02/A03 skills, accuracy and precision in academic writing and know how to spell key words/terminology correctly. Understand PEEEL technique when answering theory and methods essay questions applying research/strengths and limitations of perspectives. <u>Formative Assessment:</u> Pit Stops after each topic: focus on smaller questions (4/6/10 marks) 2x Essay response every 2 weeks (30 marks) PPE: Spring assessment – 4/6/10/30/10/20 (80 marks) <u>End point:</u> Students can understand and respond to an essay style question based on perspectives/topics covered. Students can identify strengths and limitations of each perspective and analyse and apply evidence/evaluation and use PEEEL structure. Students can construct an academic essay in response to the question and item (if given). Students can apply research methods to educational topics using correct PERVERT structure.	***Crime and Deviance –*** Outline (4 marks) Outline (6 marks) Outline and explain using item (10 marks) Evaluate using item (30 marks) ***Theory and Methods -*** Outline (10 marks) Evaluate using the item (20 marks)
Term 3	**3:1: Revision**	**3:2: Revision until final exam**	Summer % Assessment *(ensure differentiated assessment is planned too)*
	<u>Knowledge</u>: Families and Households, education topics, research methods, methods in contexts, sociologists and key examples Variety of revision resources given through detailed revision packs for each topic at the end of each term for students to become independent learners. <u>Skills</u>: Understanding essay questions, planning accurate responses, identifying relevant strengths and limitations, analysing items and studies, applying contextual knowledge, comparing and making links across topics. <u>Formative Assessment:</u>	Same as Term 3.1 with targeted intervention/revision sessions	**External A level exams** •Paper 1 – Education with Theory and Methods. (2 hours - 80 marks - 33.3% of A level) •Paper 2 – Topics in Sociology (Families and Households and beliefs in society). (2 hours -80 marks - 33.3% of A level) •Paper 3 – Crime and Deviance with Theory and

	Internal assessment on Paper 1: Education with Theory of A level content. Any Additional essays/exam questions completed will also be marked by teacher <u>End point:</u> Grade in Mock exam to assess appropriate intervention for year 13 content.		Methods. (2 hours - 80 marks - 33.3% of A level)

- Consider justification for sequencing of learning and spacing/interleaving and revisiting knowledge (ABCDEF etc)
- Consider cross-curricular links. What are other subjects doing – any cross over?

EIF: Overview of research and key principles - Quality of Education

- *Construct a curriculum that is ambitious for all, coherently planning and sequenced to give learners (particularly the most disadvantaged) the knowledge and skills needed to be successful.*
- *Teaching is designed to help learners to remember in the long term the content they have been taught and to integrate new knowledge into larger concepts.*
- *Assessment is used to help learners embed and use knowledge fluently, check understanding and inform further lesson planning or remediation, without unnecessary burdens for staff or learners.*

Curriculum (i)

- 'Knowledge-engaged' school – knowledge underpins and enables the application of skills and leaders desire that both are intertwined and developed. (pg. 6)

Effective teaching (ii)

Achievement is likely to be maximised when teachers actively present material and structure it by:

- Providing overviews and/or reviews of objectives (pg. 12)
- Outlining the content to be covered and signalling transitions between different parts of lesson (pg. 12)
- Calling attention to main ideas (pg. 12)
- Reviewing main ideas (pg. 12)

Effective teaching through: (Pg. 13)

- Effective questioning – teachers provide substantive feedback to pupils, resulting from pupils' questions or answer to teachers' question. Correct answers should be acknowledged positively and appropriately. Partially correct answers should be prompted before moving on. If an answer is wrong it should be pointed out and ascertained how they got it wrong. Teachers should encourage responses from girls and shy pupils who may be less assertive. Teachers should use product (single response) questions and process questions (calling for explanation from pupils). Pupils should be encouraged to ask questions. (pg. 13)
- Differentiation – focus group is the best practice, not range of resources or activities re: workload (pg. 14)
- Routines - stimulating learning environments, clear goals (so what?) (pg. 15)

- Modelling - language and introducing new words in context/WAGOLL (pg. 15)
- Group activity and pair – must be structured and prepared. Explicit guidelines must be given and roles should be assigned. (pgs. 13 & 14)

Memory and Learning (iii)

- Spaced or distributed practice - where knowledge is rehearsed for short periods over a longer period of time is MORE effective that massed practice when we study more intensively for a shorter period of time. Good practice is to block learning and repeat practice over time as this leads to greater long-term retention. (AAABBBCCC) (pg. 16)
- Interleaving - mixes the practice of A, B and C e.g. (ABCABCABC). There is growing evidence that this can improve intention, and research in maths is particularly promising. (pg. 16)
- Retrieval practice – involves recalling something you have learned in the past and is far more effective than re-reading because it strengthens memory. IT needs to occur a reasonable time after the topic has been taught and should take the form of testing knowledge either by the teacher or through pupil self-testing and should be checked for accuracy but not necessarily recorded re: workload. (pg. 16)
- Elaboration – describing and explaining something learned to others in some detail. Contextualising learning and making connections among ideas and connecting to one's memory and experiences. (pg. 16)
- Dual coding – representing information both visually and verbally enhances learning and retrieval from memory. (pg. 16 & 17)
- Cognitive load theory (CLT) – presenting learners with information in small chunks and embedding learning/memory before moving on to something else in order to avoid overloading. (schemata) (pg. 17)

Assessment (iv)

Assessment, if appropriately employed has a positive impact on learning and teaching. Pupils must understand the aim of their learning, where they are and how they can achieve the aim. In order for assessment to have a positive impact, two conditions need to be met:

- Pupils are given advice on how to improve (pg. 18)
- Pupils act on the advice by using materials provided by the teacher, going to the teacher for help (focus group), or working with other pupils. (pg. 18)
- Use of low stakes testing can contribute to learning in valuable ways. Working to recall knowledge that has previously been learned has a positive mental impact on learners. Learners who do a test shortly after studying material do better on a final test than those that don't – even if no feedback is given.
- Teachers should use assessment to plan/adapt lessons to tackle gaps in knowledge and re-teach where problems persist.
- Assessments at the start of learning is important, to know the level that pupils are starting from.