

SJBC Curriculum Termly Plan: A-level Sociology - Year 12

Term	Topic(s) and links to other subjects	Core Knowledge	Core Vocabulary	Assessment	Resources
Autumn 1	<p>Introduction to Sociological perspectives</p> <p>Theories of education</p> <p>Education policies</p> <p>Globalisation and education</p>	<p>Students will be introduced to key sociological perspectives including Functionalism, Marxism, Feminism and the New Right, and their different views on the role and function of education in society.</p> <p>They will explore how these theories explain the link between education and wider society, including the economy, class structure and social control.</p> <p>Students will study major education policies from the tripartite system to marketisation reforms and recent academisation, and evaluate the impact of these on equality of opportunity and attainment.</p> <p>They will also examine how globalisation has influenced the aims, structure and content of education systems in the UK and worldwide.</p>	<p>Functionalism</p> <p>Marxism</p> <p>Feminism</p> <p>New Right</p> <p>Consensus theory</p> <p>Conflict theory</p> <p>Ideology</p> <p>Social institutions</p> <p>Structural theories</p> <p>Socialisation</p> <p>Social control</p> <p>Tripartite system</p> <p>Marketisation</p> <p>Ideological State Apparatus</p> <p>Meritocracy</p> <p>Globalisation</p> <p>Skills-based curriculum</p>	1 hour assessment	<p>Core resources:</p> <p>Enrichment and extension resources:</p>
Autumn 2	<p>Internal and external processes</p> <p>Educational achievement</p>	<p>Students will explore internal processes within schools, such as teacher labelling, pupil subcultures, the hidden curriculum and setting/streaming, and how these contribute to patterns of achievement. They will also investigate external factors including cultural deprivation, material deprivation and parental attitudes.</p> <p>The relationship between educational achievement and key social factors such as class, gender and ethnicity will be evaluated using statistical data and sociological studies. Students will learn to make connections between internal and external factors and understand their combined influence on attainment and educational inequality.</p>	<p>Self-fulfilling prophecy</p> <p>Pupil subcultures</p> <p>Hidden curriculum</p> <p>Deprivation (Material and cultural)</p> <p>Cultural capital</p> <p>Habitus</p> <p>Educational inequality</p> <p>Gender gap</p> <p>Ethnicity</p> <p>Language codes</p> <p>Institutional racism</p> <p>Feminisation of education</p> <p>Anti-school subcultures</p> <p>Ethnocentric curriculum</p> <p>Statistical data</p> <p>Attainment</p>	1 hour assessment	<p>Core resources:</p> <p>Enrichment and extension resources:</p>

Spring 1	Research Methods and Theory and Methods	<p>tudents will deepen their understanding of sociological research methods by examining the practical, ethical and theoretical issues that influence the choice of method. They will explore questionnaires, interviews, observations and secondary sources and evaluate the strengths and limitations of each when investigating education. Students will consider access, consent, validity and reliability within the school setting and link these issues to sociological perspectives.</p> <p>In Theory and Methods, students will examine the relationship between sociology and science, the debate around objectivity and value freedom, and the role of sociology in social policy. They will apply these debates to educational research, considering how theoretical positions shape methodological decisions and how sociologists interpret patterns in achievement, inequality and school processes.</p>	<p>Validity Reliability Operationalisation Sampling Representativeness Ethics Objectivity Value freedom Positivism Interpretivism Social policy</p>		
Spring 2	Theory and Methods continued	<p>Students will continue to apply research methods to the study of education, focusing on how different methods address issues such as attainment gaps, teacher expectations and school organisation. They will explore mixed-methods designs and consider how methodological triangulation can strengthen findings.</p> <p>In Theory and Methods, students will revisit sociological perspectives and critically assess their explanations of educational inequality. They will examine how theoretical debates influence sociological conclusions in education and refine their evaluative skills in preparation for extended essay responses.</p>	<p>Triangulation Mixed methods Interpretation Educational inequality Research design Sociological explanatio</p>		

SJBC Curriculum Termly Plan: A-level Sociology – Year 13

Term	Topic(s) and links to other subjects	Core Knowledge	Core Vocabulary	Assessment	Resources
Autumn 1	<p>Theories of crime</p> <p>Measuring crime</p> <p>Patterns of criminal behaviour</p>	<p>Students will apply key sociological perspectives to the study of crime and deviance, including Functionalist, Marxist, Interactionist, Feminist and Realist approaches.</p> <p>They will explore different ways of measuring crime, such as official crime statistics, victim surveys and self-report studies, and evaluate their usefulness.</p> <p>Students will analyse patterns of criminal behaviour based on age, gender, ethnicity and social class, identifying trends and sociological explanations for disparities in offending and victimisation.</p>	<p>Functionalism</p> <p>Marxism</p> <p>Interactionism</p> <p>Feminism</p> <p>Realism</p> <p>Official crime statistics</p> <p>Victim survey</p> <p>Self-report study</p> <p>Labelling</p> <p>Deviance</p> <p>Subculture</p> <p>Social control</p> <p>Relative deprivation</p> <p>Moral panic</p> <p>Ethnicity</p>	<p>2 x 1 hour assessment</p> <p>Weekly 30 mark essay assessment</p>	<p>Core resources:</p> <p>A-level Sociology booklet provided by class teacher</p> <p>Enrichment and extension resources:</p> <ul style="list-style-type: none"> • AQA A Level Sociology Book Two • Tutor2u: YouTube and website • Sociology central • Office for National Statistics (ONS) • Government website – Gov.uk
Autumn 2	<p>Crime control</p> <p>Media and crime</p> <p>Globalisation and crime</p>	<p>Students will examine the various ways in which crime is controlled, including formal and informal mechanisms, surveillance, and punishment. They will evaluate theories of crime prevention and control, including situational and environmental crime prevention strategies.</p> <p>The role of the media in shaping public perceptions of crime, creating moral panics, and influencing criminal behaviour will be studied.</p> <p>Students will also explore the impact of globalisation on crime, including the rise of cybercrime, trafficking, state crime and green crime, and consider how global patterns of crime challenge traditional notions of justice and policing.</p>	<p>Formal social control</p> <p>Informal social control</p> <p>Surveillance</p> <p>Punishment</p> <p>Situational crime prevention</p> <p>Environmental crime prevention</p> <p>Media amplification</p> <p>Moral panic</p> <p>Folk devil</p> <p>Cybercrime</p> <p>Green crime</p> <p>State crime</p> <p>Transnational crime</p> <p>Globalisation</p> <p>Borderless crime</p>	<p>2x 2 hour assessment</p> <p>Weekly 30 mark essay assessment</p>	<p>Core resources:</p> <p>A-level Sociology booklet provided by class teacher</p> <p>Enrichment and extension resources:</p> <ul style="list-style-type: none"> • AQA A Level Sociology Book Two • Tutor2u: YouTube and website • Sociology central • Office for National Statistics (ONS) • Government website – Gov.uk

Spring 1	<p>Theory and Methods (in a Crime and Deviance context)</p> <p>The Media</p>	<p>Students will apply sociological theories and methodological debates to the study of crime and deviance. They will visit questions around objectivity, scientific methods and the purpose of sociology, using crime data and crime control strategies to evaluate competing perspectives. Students will examine how sociologists explain crime trends, how methods are used to study offending behaviour and how theoretical debates shape interpretations of criminal statistics.</p> <p>Alongside this, students will begin the Media topic, exploring how the media represents crime, identity, inequality and contemporary social issues. They will study theories of media influence, including the hypodermic syringe model, cultural effects and reception analysis, and consider how audiences interpret media messages. Students will apply key ideas to real examples from news, advertising and social media.</p>	<p>Scientific method Objectivity Subjectivity Value freedom Positivism Interpretivism Structural theories Social construction</p> <p>Media representation Agenda setting Gatekeeping Media amplification Audience effects Cultural effects theory Reception analysis Ideology Hegemony Digital media Global media flows</p>	<p>Weekly 30 mark essay assessment</p>	<p>Core resources: A-level Sociology booklet provided by class teacher</p> <p>Enrichment and extension resources:</p> <ul style="list-style-type: none"> • AQA A Level Sociology Book Two • Tutor2u: YouTube and website • Sociology central • Office for National Statistics (ONS) • Government website – Gov.uk
Spring 2	The Media <i>continued</i>	<p>Students will continue studying the Media, focusing on ownership and control, globalisation and the power of new media. They will explore how concentration of media ownership may influence content and public opinion and examine debates around media diversity, censorship and digital participation. Students will also analyse how global media flows shape culture, identity and social values, and evaluate the impact of the digital divide on equality.</p>	<p>Ownership and control Media conglomerates Concentration of ownership Commercialisation Digital media New media Participatory culture Citizen journalism Censorship Regulation Cultural convergence Globalisation Cultural hybridity Digital divide capitalism Echo chambers Postmodernism Hyperreality</p>	<p>3 x 2 hour assessment</p> <p>Weekly 30 mark essay practice</p>	<p>Core resources: A-level Sociology booklet provided by class teacher</p> <p>Enrichment and extension resources:</p> <ul style="list-style-type: none"> • AQA A Level Sociology Book Two • Tutor2u: YouTube and website • Sociology central • Office for National Statistics (ONS) • Government website – Gov.uk