



<p><b>Content – Knowledge and Understanding</b></p>	<p><b>Introduction to Theory and Methods</b></p> <ul style="list-style-type: none"> <li>• Social Action versus Structuralist approaches</li> <li>• Conflict versus Consensus approaches</li> <li>• The relationship between Sociology and Biological/Sociobiological approaches (Nature V Nurture)</li> <li>• Practical, Ethical and Theoretical issues in sociological research.</li> <li>• The role of values in sociological research</li> </ul> <p><b>Introduction to Core Themes</b></p> <ul style="list-style-type: none"> <li>• Culture and Identity</li> <li>• Socialisation</li> <li>• Stratification and Power</li> <li>• Class, Age, Gender, Ethnicity, Sexuality</li> </ul> <p><b>Compulsory Topic 1 - Education</b></p> <ul style="list-style-type: none"> <li>• Social Class and Education</li> <li>• Ethnicity and Education</li> <li>• Gender and Education</li> <li>• The Functions of Education</li> <li>• Education Policy</li> </ul>	<p><b>Research Methods</b></p> <ul style="list-style-type: none"> <li>• Social Surveys</li> <li>• Interviews</li> <li>• Observations</li> <li>• Validity/Reliability /Representativeness</li> </ul> <p><b>Methods in Context</b></p> <ul style="list-style-type: none"> <li>• Students will explore the process of researching the topics studied in Terms 1 &amp; 2 in educational settings. This will be supported by students’ experience of their own small-scale real-world research.</li> </ul>	<p><b>Research Methods/Theory and Methods</b></p> <ul style="list-style-type: none"> <li>• Qualitative versus Quantitative approaches</li> <li>• Positivism versus Interpretivism; the relationship between theoretical approach and choice of method and topic</li> <li>• Official Statistics/Secondary Sources</li> </ul> <p><b>Optional Topic A: Culture and Identity</b></p> <ul style="list-style-type: none"> <li>• Socialisation; Marxist, Functionalist and Interactionist approaches</li> <li>• Conceptions of Culture (High, Popular, Mass, Folk, Low, Global)</li> <li>• The Self</li> </ul> <p><b>Mock Exam</b> (Full Paper 1, Paper 2 Option A only)</p>	<p><b>Optional Topic A: Culture and Identity</b></p> <ul style="list-style-type: none"> <li>• Class and Social Identity</li> <li>• Production, Consumption and Identity</li> <li>• Globalisation and Identity</li> <li>• Ethnicity, Nationality and Identity</li> </ul> <p><b>Theory and Methods</b></p> <ul style="list-style-type: none"> <li>• Postmodernism(s); The relationship between social theory and modernity/postmodernity</li> <li>• Feminism(s) (Intersectional, Marxist, Radical, Liberal)</li> </ul>	<p><b>Introduction to the Social Construction of Deviancy</b></p> <ul style="list-style-type: none"> <li>• Age, Gender, Sexuality and Identity</li> <li>• Disability and Identity</li> </ul> <p><b>Compulsory Topic 2 - Crime and Deviance</b></p> <ul style="list-style-type: none"> <li>• The Social Construction of Crime; sociobiological approaches versus sociological (labelling) approaches</li> <li>• Functions of Crime</li> <li>• Class and Crime</li> </ul> <p><b>Y12 Course Review</b></p>
<p><b>Skills and Concepts</b></p>	<ul style="list-style-type: none"> <li>• <b>AO1: Demonstrate knowledge and understanding of:</b> <ul style="list-style-type: none"> <li>○ sociological theories, concepts and evidence</li> <li>○ sociological research methods</li> </ul> </li> <li>• <b>AO2: Apply sociological theories, concepts, evidence and research methods to a range of issues</b></li> <li>• <b>AO3: Analyse and evaluate sociological theories, concepts, evidence and research methods in order to:</b> <ul style="list-style-type: none"> <li>○ present arguments</li> <li>○ make judgements</li> <li>○ draw conclusions</li> </ul> </li> </ul>				
<p><b>Assessment</b></p>	<p>Students are introduced to the core skills of Analysis, Application and Evaluation, which are taught throughout the course, as is exam technique, use of item, chains of reasoning. These are carried out every week in a formal class-based setting, using exam questions and marked to exam mark schemes from the outset, returned next lesson with one-to-one feedback as well as model answers. Assessment ranges from short answer questions, weekly quizzes, presentations and full-length essays.</p>				
<p><b>Enrichment and extension</b></p>	<p>Previous years have included:</p> <ul style="list-style-type: none"> <li>• A range of wider reading/viewing/listening, provided through a range of sources (workbooks, handouts, audio-visual material)</li> <li>• Talks from expert speakers - academic researchers and community workers.</li> <li>• Special ‘Theory and Methods’ links with Philosophy Club - running after school on a weekly basis.</li> <li>• Support for University of Kent’s Social Sciences in the Classroom module (visits and student mentoring)</li> </ul>				



# NKS Sociology Curriculum Map 2021

## Year 13

**Our Y13 curriculum builds on and extends the work done in Y12 by...** drawing on the skills already learnt and refining them, as well as the concepts and studies covered. Students can expect to revisit the core themes introduced in Y12, supported by a greater depth of sociological and contextual understanding. Units are sequenced in a thematic way, making explicit the relationship between unit content. As the course reaches a conclusion, students are tasked interrogating the moral, social and political purpose of sociology as a field of study.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Content – Knowledge and Understanding</b>	<b>Compulsory Topic 2 - Crime and Deviance</b> <ul style="list-style-type: none"> <li>Recap Functionalist and Marxist theories</li> <li>Realist approaches</li> <li>Control, Punishment, Prevention and Victims</li> <li>Gender and Crime</li> <li>Ethnicity and Crime</li> <li>Media and Crime</li> <li>Corporate Crime</li> <li>Globalisation and Green Crime</li> </ul>		<b>Option Topic B - Beliefs in Society</b> <ul style="list-style-type: none"> <li>Religion and Social Change</li> <li>Functions/Theories of Religion</li> <li>Secularization</li> <li>Religion, Renewal and Choice</li> </ul>	<b>Option Topic B - Beliefs in Society</b> <ul style="list-style-type: none"> <li>Religion in a Global Context</li> <li>Ideology and Science</li> </ul> <b>Theory and Methods</b> <ul style="list-style-type: none"> <li>Sociology as a Science</li> <li>Values in sociology</li> <li>Social Action Approaches (Weber)</li> <li>Sociology and Social Policy</li> </ul>	Catch up if required, revision, EXAMS	
<b>Skills and concepts</b>	<ul style="list-style-type: none"> <li><b>AO1: Demonstrate knowledge and understanding of:</b> <ul style="list-style-type: none"> <li>sociological theories, concepts and evidence</li> <li>sociological research methods</li> </ul> </li> <li><b>AO2: Apply sociological theories, concepts, evidence and research methods to a range of issues</b></li> <li><b>AO3: Analyse and evaluate sociological theories, concepts, evidence and research methods in order to:</b> <ul style="list-style-type: none"> <li>present arguments</li> <li>make judgements</li> <li>draw conclusions</li> </ul> </li> </ul>					
<b>Assessment</b>	As Y12. In Y13, students are tasked with completing longer in-class assessments in preparation for managing time and revision for their final exams. In class, focus is drawn to the importance of the links between topics, studies, perspectives and ideas that run throughout the course.					
<b>Enrichment and extension</b>	As Y12, with the addition of Y13 taking on the role of Subject Mentors for Y12.					