



**Key Stage 5 Sociology
Programme of Study**

Year 12: Methods, Families and Households and Education					
Term 1		Term 2		Term 3	
<i>Teacher A</i>	<i>Teacher B</i>	<i>Teacher A</i>	<i>Teacher B</i>	<i>Teacher A</i>	<i>Teacher B</i>
Methods - <ul style="list-style-type: none"> • Difference between Quantitative/Positivism and Qualitative/Interpretivism • Evaluation of all quantitative methods • Evaluation of all qualitative • Factors affecting choice of method and topic 	Education – <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 	Families and Households – <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 	Education Cont- <ul style="list-style-type: none"> • 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. 	Families and Households Cont- <ul style="list-style-type: none"> • 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. Start Beliefs in society <ul style="list-style-type: none"> • the relationship between social change and social stability, and religious beliefs, practices and organisations 	Crime and Deviance cont – <ul style="list-style-type: none"> • The role of the criminal justice system and other agencies. • globalisation and crime in contemporary society; •

	<p>curriculum, and the organisation of teaching and learning</p>	<p>household structures</p> <ul style="list-style-type: none"> gender roles, domestic labour and power relationships within the family in contemporary society 	<ul style="list-style-type: none"> Methods in Context apply sociological research methods to the study of education. <p>Crime and Deviance</p> <ul style="list-style-type: none"> crime, deviance, social order and social control the social distribution of crime and deviance by ethnicity, gender and social class, including recent patterns and trends in crime 	<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 practice 	
<p>Assessment:</p> <ul style="list-style-type: none"> Progress checks throughout lessons EOT's on a cycle of teacher, peer and self assessment. Formal assessment – End of Topic test with exam style questions 	<p>Assessment:</p> <ul style="list-style-type: none"> Progress checks throughout lessons EOT's on a cycle of teacher, peer and self assessment. 	<p>Assessment:</p> <ul style="list-style-type: none"> Progress checks throughout lessons EOT's on a cycle of teacher, peer and self assessment. 	<p>Assessment:</p> <ul style="list-style-type: none"> Formal assessment – End of Topic test with exam style questions Mock Paper 1 	<p>Assessment:</p> <ul style="list-style-type: none"> Progress checks throughout lessons EOT's on a cycle of teacher, peer and self assessment. Formal assessment – End of Topic 	<p>Assessment:</p> <ul style="list-style-type: none"> Progress checks throughout lessons EOT's on a cycle of teacher, peer and self assessment.

				<ul style="list-style-type: none"> test with exam style questions 	<ul style="list-style-type: none"> Formal assessment – End of Topic test with exam style questions Mock Paper 3
<p><u>Homework:</u></p> <ul style="list-style-type: none"> Independent learning booklets 	<p><u>Homework:</u></p> <ul style="list-style-type: none"> Independent learning booklets 	<p><u>Homework:</u></p> <ul style="list-style-type: none"> Independent learning booklets 	<p><u>Homework:</u></p> <ul style="list-style-type: none"> Independent learning booklets 	<p><u>Homework:</u></p> <ul style="list-style-type: none"> Independent learning booklets 	<p><u>Homework:</u></p> <ul style="list-style-type: none"> Independent learning booklets

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NB*Year 13 is slightly different this year and seems to overlap but that is because year 12 is changing next Sept 2018 (as above) yet we taught things slightly differently this academic year .