

Sociology Progression Model

Paper 1 - Education, Theory & Methods

Paper 2 - Family & Households

Paper 3 - Crime, Theory & Methods

Paper 2 - Media

Year 12	Topics Taught	Module 1		Module 2		Module 3	
		1. Working Class Underachievement 2. Role of Education	1. Role of the Family 2. Social Policy & the Family	3. Social Policy & Education 4. Research Methods 5. Methods in Context	3. Changing Family Patterns 4. Family Diversity 5. Gender Roles	6. Gender & Achievement 7. Ethnicity & Achievement	6. Childhood 7. Demography
	Justification	Unit 1 is one of the easier topics and teaching it first engages students and introduces the concept of class, which is built on in Unit 2. Teaching Unit 2 second also means there is an opportunity for recall as students have already learned the theory linked to Family.	Unit 1 is a good foundation to build on throughout the year. Students can go on to apply their theoretical knowledge to Unit 2 of Paper 1 and Paper 2.	Students can apply their theoretical knowledge to contemporary examples in Unit 3. This is followed by Unit 4 as students need to apply their knowledge of research methods to an educational issue and therefore need to learn about the method first. Students find the Unit 5 questions difficult and so covering this Unit at this stage in the course gives them more opportunity to practice this skill.	Social policies can cause changes to family patterns and more diversity in family types. so Unit 2, 3 and 4 are taught in succession. This also helps students to make the synoptic links required for Paper 2. Unit 5 links to Unit 4 and the structure within families, so there are opportunities to build on knowledge and recall.	The content and structure of Unit 6 and 7 are similar, so teaching them side by side allows students to develop the AO3 skills needed for 30 mark questions on Paper 1. Unit 1 also follows this structure, so it is a good opportunity to reinforce this skill. Unit 1 and 7 have similar content and students can get confused, so it helps to separate these units of work.	Unit 6 develops some of the concepts identified in contemporary gender roles, so teaching these side by side means that students can build on their knowledge. Unit 7 has synoptic links with most other units, so teaching this last provides opportunity for recall and enhances understanding.
<p>Cultural Capital: Opportunities to visit local Universities and gain an insight to course content and university life. Research skills developed, including how to analyse and and question data. Links to careers. Cultural difference and diversity taught, encouraging students to be aware of these differences and different levels of opportunity that arise as a consequence. During enrichment week students get the opportunity to visit Newcastle Crown Court and go on a tour of BBC Newcastle.</p>							
<p>Suggested Reading: Thinking Sociologically, Zygmunt Baumant, Chavs - Owen Jones, Gang Leader for a Day, Sudhir Venkatesh.</p>							

Year 13	Topics Taught	Module 1		Module 2		Module 3	
	Justification	1. Media Representation 2. New Media	1. Theory 2. Theoretical Explanations of Crime 3. Class & Crime	3. Globalisation & Popular Culture 4. Ownership & Control of the Media	4. Gender & Crime 5. Ethnicity & Crime 6. Globalisation and State Crime	5. Selection & Presentation of the News 6. Media Effects Models	7. Control & Punishment 8. Debates in Sociology
		Unit 1 engages students and is a positive start to Year 13. There are lot of opportunities for students to apply their learning to contemporary society. New media is embedded in contemporary society and so Unit 2 builds on this theme.	Unit 1 acts is a good opportunity to recall knowledge gained in Year 12 in Education and in Family. Theory is a long Unit and so we mix it with Unit 2 as there is overlapping content and this breaks the Unit up and enhances understanding. Marxist theory links Units 1, 2 and 3 ans so they are taught in sequence.	Unit 3 is taught within the context of contemporary society and so follows on from Unit 2 and builds on a lot of the knowledge gained, Unit 4 allows students to apply the theoretical knowledge they have gained across both years to Media and this is also an opportunity to recall theory.	Units 4 and 5 follow a similar structure so teaching them side by side allows students to develop the AO3 skills needed for 30 mark questions on Paper 3. There are lot sod opportunities for contemporary examples in Units 4 and 5 and so Unit 6, which is a relatively new Unit dollows on nicely.	Unit 5 is taught next as some of the content is a consequence of what students have learned in Unit 5. Sociological theory also continues to be relevant in Unit 6.	There are elements of Unit 7 which link to Unit 2 and these Units are taught separately to allow for recall. Unit 8 is an extension of Unit 1, but is taught at the end of the course because some of the debates are complex and require a more developed reasoning. Students are better equipped to tackle the challenges of these debates at this stage of the course.

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Suggested Reading: The McDonalidization of Society, George Ritzer, Living Dolls, Natasha Walker, Folk Devils and Moral Panics, Stanley Cohen

Curriculum Intent

This Progress Model means that by the end of the course all students will be equipped to:

- Engage with contemporary society
- Think critically
- Develop an understanding and respect for social diversity
- Gain awareness of the structure of society the important of social action in explaining contemporary issues
- Develop an understanding of social change
- Apply Sociological theory and concepts can be applied to society today
- Develop skills that encourage students to think about their identity and their roles and responsibilities in society
- Develop a lifelong interest in and understating of society and contemporary issues
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Next Steps

This progress model means that Students can go on to:

- Study Sociology or most other degree subjects at University.
- Take the next steps in any career that requires an understanding of people and/or the world around them. Such as law, education, social work, public health, criminology, business, policy making, journalism etc.
- Take the next steps in a career that involves understanding different perspectives, critical thinking, collecting and analysing data and effective communication both written and verbal.
- Develop an understanding of society, an interest in sociology and sociological issues and the ability to identify issues of sociological significance in everyday life e.g. in films, on the news and in books. Supported by the 'Once a Sociologist, always a Sociologist' document.