



# The Holy Trinity Church of England Secondary School



## 2022-23 Subject Curriculum Guide A Level Sociology

## WHOLE SCHOOL CURRICULUM INTENT STATEMENT

### Curriculum Intent:

- As a Church of England School we are committed to the belief that every child is a child of God – uniquely blessed with individual gifts and talents. The intention of our curriculum is to provide opportunities for all students to flourish, drawing out their individual potential and developing them as fully integrated human beings. Our curriculum reflects our Christian ethos and is designed to be challenging, fulfilling, enjoyable and successful for all, regardless of academic or social barriers.
- The curriculum is designed with the intention of being rich and balanced, giving a breadth of opportunity at Key Stage 3 supporting the development of the skills needed to succeed at Key Stage 4 and Key Stage 5. Key Stage 4 has a core which includes RS GCSE for all, alongside both academic and vocational courses. Key Stage 5 provides appropriate pathways for the majority of students to progress to, and allows students to prepare for further study and the world of work. Alongside this, students are provided with a broad enrichment and work-related offer that stimulates their aspirations as global citizens - resilient in the face of difficulty, skillful when faced with new challenges, confident to step out into the unknown and assured of their individual self-worth and of the unique gifts that they each have to bring to the world.
- Whilst acknowledging the importance of academic success the curriculum will not bow down to the demands of governments for results, nor allow itself to become just an exam factory, rather serving the needs of our students.

**We review our curriculum on a yearly basis and consider the following principles. We believe our curriculum should:**

- Embody the school vision which is to be a centre of excellence for learning, inspired by Christian values, where every person in our school community fulfils their potential.
- Provide a broad and balanced range of subjects, including those that are creative and practical, at all Key Stages.
- Include opportunities in a range of both academic and vocational courses at Key Stages 4&5.
- Ensure Religious Studies sits alongside Maths, English and Science as a Core subject which every student will take up to GCSE level.
- Ensure that every student has the opportunity to develop their character through a variety of experiences within REACH, PE, and the Creative Arts.
- Be coherent and sequential so that new knowledge and skill builds on what has been taught, both within an individual subject and across the wider curriculum.
- Be informed by educational research e.g. Growth Mindset (Carol Dweck) and Feedback Loop (John Hattie).
- Acknowledge our contextual needs by giving a high priority to increasing students' mastery of functional literacy, vocabulary and numeracy to maximise students' opportunities for future learning and employment.
- Provide opportunities for learning outside of the classroom. At KS3 this is being embedded through the concept of a 'Passport'; a collection of co-curricular experiences that every student will have experienced.
- Make explicit links to future career pathways alongside a programme of advice and guidance based on the Gatsby benchmarks to prepare students for life and work.

## Whole School Curriculum Principles:

- Our curriculum is structured in a logical and chronological manner.
- Leaders carefully plan to ensure that appropriate knowledge and skills build upon what has been taught previously and are carefully developed before application into more challenging and complex situations, appropriate to the different curricular end points. These skills are recognised as the 'big ideas' within each subject area.
- Knowledge is considered as a 'big idea' within all subject areas. We are developing our understanding of cognitive psychology to enable students to maximise their learning potential. This is best seen through the regular opportunities provided within subject areas to revisit knowledge acquired to enable improved retention and recall.
- Our curriculum runs within a two-week timetable made up of 50 periods a fortnight, with 5 x 1 hour lessons plus assembly and Tutor time every day.
- Each day begins at 8.45am with registrations, assemblies and a period of reflection and students are dismissed from this regular timetable at 3.10pm.
- There are a range of additional activities such as study studio and numerous co-curricular opportunities which take place after this time on a daily basis.

### **Whole School Learning Principles:**

- Progress at Holy Trinity is informed by 'Accelerated Learning' which emphasises efficiency by engaging learners in order to speed up the process of learning. It enables students to commit knowledge to their long-term memory and develop and refine their skills and performance over time.
- This in turn supports the OFSTED definition of learning; "Learning is defined as an alteration in long-term memory. If nothing has altered in long-term memory nothing has been learned".

## **Subject Intent Statement:** A Level Sociology

### **Statement of Intent**

The curriculum intent for A Level Sociology is to provide students with the skills, knowledge and understanding to progress into Higher Education on a Social Sciences related programme such as Research, Anthropology, Child Psychology, Law, Nursing, Social Work or Teaching. Or to enter a higher apprenticeship route.

**What different end points does your curriculum build towards?**

A level Sociology curriculum builds towards KS5 end points.

**How do you achieve consensus within your subject team about the knowledge and skills students need to acquire and secure?**

The staff within the Social Sciences team regularly liaise within school time to ensure that quality standards at KS5 are maintained in line with the findings and recommendations of the external moderators report. KS5 teachers deliver their teaching at L3. Moderation between colleagues ensures that assignments and assessments are designed for every student to progress and succeed in their studies. The teachers also liaise and meet regularly with colleagues from other schools to ensure work is on a parity across a region as well as moderated and quality checked. This process also supports predictions of outcomes.

**How do you communicate what students will know and be able to do at each end point?**

Students are given an induction period into the course. During this time all students will develop a thorough knowledge of the learning outcomes of each unit being delivered. Each student will receive details of the bigger picture of the course which will include the lay out of the assessment criteria for each learning outcome. Each learning outcome that students complete will combine both feedback and progress information so students know what they need to do to achieve and the timeframe they need to achieve this.

**What curricular design elements have you used to ensure students gain and secure appropriate knowledge and skills?**

The curriculum is designed so that by the end of the course, students are able to demonstrate mastery of skills through completing different learning outcomes related to each unit within the course. The learning outcomes contained within each learning unit come in a variety of forms including scenarios that are both practically based in health and social care setting, and application based, e.g. application of care values and current legislation within a health and social care setting. These scenarios include, research, coursework, external exam, internal assessment, independent study, group work, peer marking and peer collaboration/team working.

How does your curriculum structure support the sequential development of knowledge and skills, enhancing the ability of students to retain and recall key information?

The curriculum structure is planned with exam entry points. There are also after school revision opportunities and PPE opportunities for students prior to external exams. Students are encouraged to take responsibility for their revision resources during the entirety of the course. Opportunities to take mock exams are also provided to enable students to a clear end point view of what they need to do and to take a responsible and mature approach to achieve this.

How does your curriculum reflect contextual priorities in addressing any typical gaps in student knowledge and skills?

**English:**

Students will participate in whole school literacy initiatives to further close gaps in reading and interpretation. Non-fiction reading book lists related to a Sociology setting, whole school vocabulary strategy, purpose and audience writing (PPTs, presentations)

**Mathematics:**

Interpreting charts and graphs related to social research methods for example, experiments and observations.

**Science:**

Methodology, Research design, links to psychology.

**Humanities:**

Students will learn about the history and social geography and migration patterns from the founding fathers of the Enlightenment period, Industrialisation and through to the postmodern times of today.

Students will explore the founding of the welfare state and see how the Education system in the United Kingdom has been shaped by political and social upheavals. .



How does your curriculum contribute to the wider development of students' cultural capital?

Sociology will contribute to the development of students' cultural capital by::

Selection of topics/themes e.g. Beliefs, Crime and Deviance, Research Methods, Education.

Presentation of self and self-identity - a big part of social classification

Understanding and appreciation of social structures

Use of different materials in the classroom based on current affairs e.g. sources, interpretations, films etc

School trips to sociological related themes such as Criminal Law Courts and the Houses of Parliament.

How does your curriculum support the wider school priorities of ensuring students are able to read at an age appropriate level and use mathematics in subject specific contexts?

A level Sociology will support the wider school by:

Including a range of literacy texts that stretch and challenge students

Including literacy as a key part of our schemes of work

Including maths where appropriate such as chronology and analysing graphs

Mentioning future pathways in displays and in lesson

Pathways will also be explicitly discussed at end of key stages as part of options process

Planning for a range of children of backgrounds and abilities by looking at key topics that may be of interest to students, including monster challenges, working alongside whole school intervention.

How does your curriculum explicitly support students to be informed about the possible future pathways to further training and employment opportunities?



Other school activities will include opportunities to attend careers fairs, visits and in depth talks from professional as well as student visits to professional work places such as the Law Courts and Sociology conferences.

**What deliberate actions does the subject take to support the school's ambition for all students to be successful regardless of their start point or socio-economic background?**

Sociology A level accepts students from different starting points and award achievement for all units studied and completed in the form of AS and A2 qualification.

Other opportunities are provided to allow catch up of units not yet completed should the student wish this. This provides an inclusive and supportive environment for all Sociology A level students.

Pupil premium students are also made aware of their entitlement to free text books and other school equipment to enable them to participate with dignity and parity of esteem with other students. All students are supported to achieve in a non - discriminatory way.

**What key next steps will you take or school activities will you include to improve curriculum quality and develop curriculum expertise within your subject area?**

To develop the Sociology A Level curriculum we will be working on improving the schemes of work over 2022/23 academic year

To set up inter school moderation process and extend this to other schools, to allow for the quality standards of the assessments to be in line with regional standards

**How does your curriculum explicitly support the school's ambition to provide every student with a direct experience of Jesus every day?**

Our school values run through-out the course as key themes of Dignity, Community, Wisdom and Hope. These are accessed easily through the content and the variety of contexts within the Sociology curriculum.

## **Curriculum Aim:**

Our curriculum is built upon the AQA A Level Sociology specification. Through the exam and unit elements, we aim to ensure that students explore how the physical, sociological and public health needs of people are met in today's changing society. The curriculum also explores relevant theorists and how to apply their theories and evaluate these through research. We will also develop students' skills in English and Mathematics through assignment writing and coursework.

This is a highly relevant course for today's YR12s and YR13s and provides many related health and social care career routes for either further study, higher study and/or qualification into the work place.

## **Curriculum Principles:**

The AQA A Level Sociology course has been developed by our awarding organisation to meet the changing needs of the sector, and prepare our students for the challenges they'll face in Higher Education or employment. Our students who are studying Sociology, will focus on the acquisition of skills, knowledge and understanding that today's universities and employers demand. Our students will practically apply their skills and knowledge in preparation for further study or the workplace.

## **Key Stage 5:**

In Year 12, students are introduced to the wider themes of sociology, culture, socialisation, society and societal laws and values. Students then take on the sociological study of Education looking specifically at identifying and explaining arguments around the causes and impact on individuals in society. Inequalities in Health are also studied. This topic supports those students studying Health and social care.

### **The Framework of Sociology**

Students attend all lessons to complete the guided learning hours (GLH). There is one main form of external end assessment with related internal assessment opportunities.

Each internal assessment is linked to a specific topic area within the subject curriculum. Each assessment is taken under specified conditions, then internally marked and a grade awarded to support students to reflect on their individual progress. The culmination of internal assessments are the PPEs.

Students will be externally assessed at the end of the 2 year course (or after completion of 1 year : AS level).

## Curriculum Overview for Year 12

### A Level Sociology

Exam Board & course title/code	Unit	Date of Exam	% of Total Exam
AS AND A-LEVEL SOCIOLOGY AS (7191) A-level (7192)	Education Education with Methods in Context (MIC) Theory and Methods Health	MAY 2023	AS 100%
Key topics	Course content	Assessment	
Education	<p>The role and functions of the education system</p> <p>Differential educational achievement of social groups</p> <p>Relationships and processes within schools</p> <p>The significance of educational policies.</p>	End of topic	
Education with Methods in Context	Students must be able to apply sociological research methods to the study of education.	End of topic	
Theory and Methods	<p>Quantitative and qualitative methods of research; research design.</p> <p>Sources of data,</p> <p>The distinction between primary and secondary data, and between quantitative and qualitative data.</p> <p>The relationship between positivism, interpretivism and sociological methods.</p> <p>The theoretical, practical and ethical considerations influencing choice of topic, choice of method(s) and the conduct of research.</p>	End of topic	
Health	<p>The social construction of health, illness, disability and the body.</p> <p>Models of health and illness.</p>	<p>End of topic</p> <p>PPE</p>	

	<p>The unequal social distribution of health chances in the United Kingdom.</p> <p>Inequalities in the provision of, and access to, health care in contemporary society.</p> <p>The nature and social distribution of mental illness.</p> <p>The role of medicine, the health professions and the globalised health industry.</p>	AS external exam.
<p>Suggestions for independent study and home support:</p> <p>Tutor2U resources</p> <p>SENACA activities</p> <p>Introduction to Sociology booklet.</p> <p>Extension activities</p> <p>TEAM meeting</p> <p>Extra Revision sessions.</p>		
<b>KEY SKILLS</b>		
<p>Literacy:</p> <p>Text reading and legislation reading.</p> <p>Presentation skills</p> <p>Collaborative/group work</p>	<p>Numeracy:</p> <p>Reading data, identifying patterns and trends.</p>	<p>Other:</p> <p>Communication</p> <p>Presentation</p> <p>Team work</p> <p>Independent skills</p> <p>Research development</p> <p>Time management</p>

## Curriculum Overview for Year 13:

### A level Sociology

Year 13 Health and Social Care L3			
Exam Board & course title/code	Unit	Date of Exam	% of Total Exam
AS AND A-LEVEL SOCIOLOGY AS (7191) A-level (7192)	Crime and Deviance Theory and Methods Media	May 2024	A 100%
Key topics	Course content	Assessment	

Crime and Deviance	<p>Crime, deviance, social order and social control.</p> <p>The social distribution of crime and deviance by ethnicity, gender and social class, including recent patterns and trends in crime.</p> <p>Globalisation and crime in contemporary society; the media and crime; green crime; human rights and state crimes.</p> <p>Crime control, surveillance, prevention and punishment, victims, and the role of the criminal justice system and other agencies</p>	<p>End of topic</p> <p>Formative assessment opportunities</p>
Theory and Methods	<p>Quantitative and qualitative methods of research; research design</p> <p>Sources of data,</p> <p>The distinction between primary and secondary data, and between quantitative and qualitative data.</p> <p>The relationship between positivism, interpretivism and sociological methods; the nature of 'social facts'.</p> <p>The theoretical, practical and ethical considerations influencing choice of topic, choice of method(s) and the conduct of research.</p> <p>Consensus, conflict, structural and social action theories</p> <p>The concepts of modernity and post-modernity in relation to sociological theory.</p> <p>The nature of science and the extent to which Sociology can be regarded as scientific.</p> <p>The relationship between theory and methods.</p> <p>Debates about subjectivity, objectivity and value freedom</p> <p>The relationship between Sociology and social policy</p>	<p>End of topic</p> <p>Formative assessment opportunities</p>
Media	The new media and their significance for an understanding of	End of topic

	<p>the role of the media in contemporary society.</p> <p>The relationship between ownership and control of the media The media, globalisation and popular culture.</p> <p>The processes of selection and presentation of the content of the news.</p> <p>Media representations of age, social class, ethnicity, gender, sexuality and disability.</p> <p>The relationship between the media, their content and presentation, and audiences</p>	<p>Formative assessment opportunities</p> <p>PPE</p> <p>External Assessment</p>
<p>Suggestions for independent study and home support: Tutor2U resources SENACA activities Introduction to Sociology booklet. Group Research activities Extension activities focusing on current affairs TEAM meeting Extra Revision sessions.</p>		
<b>KEY SKILLS</b>		
<p>Literacy:</p> <p>Text reading and legislation reading. Presentation skills</p>	<p>Numeracy:</p> <p>Reading data, identifying patterns and trends.</p>	<p>Other:</p> <p>Communication Presentation Team work Independent skills Research development Time management</p>

## Subject Assessment Reporting and Recording:

### Key Stage Five

There will be nine taught hours per fortnight in the department. Lessons will be based on discussion of key theories and concepts, leading to the production of effective classroom notes. Initial student research supporting independent learning will be a key element of classroom practice. Exam technique is considered, developed and analysed throughout our curriculum delivery.

This is a 2 year course with focuses on building study skills of research, analysing and evaluating. There will be a mix of learning styles incorporated into the curriculum such as booklets, worksheets, collaborative working, written notes and individual research. There will also be opportunities for extra exam practice and essay writing and student will get the opportunity to develop their research skills outside of the classroom lessons.

### Marking Policy for Sociology

Students will be assessed at the end of each topic culminating in a full practice exam paper. Each piece of assessed work will be teacher marked and teacher tracked using the school method of PIA (Positive, Improvement and Action) and DIRT (Directed Improvement and Teaching Time) During this reflection period students will develop their resilience skills and independence skills by focusing on the question – What do I need to do to improve.

### (TBC)Three Year Data Overview:

<this will be populated by DFA for you>

#### Breakdown of subject cohort

Year group	Total students	% of PP students	% of SEND students	% of male students	% of female students	% of HA students
7						
8						
9						
10						
11						
12						
13						

#### Past 3 years results

##### Year 11

	2017	2018	2019	2020
Cohort number				
% above target				
% on target				
% below target				

##### Year 13

	2017	2018	2019	2020
Cohort number				



% above target				
% on target				
% below target				

– *All information is subject to change*