

Welcome to AQA A level Sociology at St. John's School

Implementation:

The curriculum is carefully sequenced across two years:

- **Year 12:** Students begin with an **Introduction to Sociology**, building foundational concepts. They then study **Families & Households**, developing their understanding of perspectives and contemporary change. This is followed by **Education with Research Methods**, allowing them to study inequality and policy while applying research methods in context (MIC).
- **Year 13:** Students move on to **Crime & Deviance**, engaging with classic and contemporary debates, global issues, and links to policy. They also study **Beliefs in Society**, where they learn about the different religious ideologies and organisations and the ever changing significance of religion. Advanced **Theory & Methods** is embedded synoptically across all topics.

Teaching strategies:

- Interleaving and retrieval practice are built into lessons to strengthen memory.
- Knowledge organisers and dual-coded resources provide clarity on key studies and theories.
- Regular low-stakes quizzes, essays, and mock exams build confidence in exam skills.
- Extended writing tasks are scaffolded, with feedback focused on AO1 (knowledge), AO2 (application), and AO3 (analysis/evaluation).
- Students are encouraged to engage with contemporary issues, media sources, and sociological research to connect learning with real-world contexts.

Assessment:

- Half-termly assessments mirror AQA exam sections (10, 20, 30, 40-mark questions).
- Regular exam technique workshops focus on planning, structure, and evaluation.
- Year 12 ends with an AS-style mock; Year 13 with full Paper 1–3 mock cycle.

Impact:

By the end of the course, students will:

- Demonstrate **secure knowledge and understanding** of AQA sociology topics, theories, and research methods.
- Be able to **apply sociological perspectives** to contemporary social issues and policies.
- Write extended essays that show **clear structure, accurate knowledge, application of evidence, and balanced evaluation**.
- Make **synoptic links** across Families, Education, Crime, and Media, recognising recurring themes such as inequality, social control, and cultural change.
- Show **confidence in research literacy**, being able to weigh up strengths and limitations of methods in context.
- Leave with a set of **transferable skills** (critical thinking, essay writing, analysis of evidence) that prepare them for higher education and employment.
- Become more **socially aware citizens**, able to consider multiple viewpoints, challenge stereotypes, and reflect on how structures and identities shape lives.

	Autumn		Spring		Summer	
	Intro to Sociology	Families and Households - Part 1	Families and Households - Part 2	Education Part 1 - Research Methods	Education Part 2 – Methods in Context	Consolidation and Bridge to Y13
Year 12	<ul style="list-style-type: none"> • Key concepts: norms, values, culture, socialisation, identity • Agents of socialisation (family, peers, education, media, religion) • Perspectives overview: Functionalism, Marxism, Feminism, Interactionism, Postmodernism • Research basics: positivism vs interpretivism, reliability/validity/ethics • Assessment: short-answer & 10-mark “analyse” 	<ul style="list-style-type: none"> • Theories of the family: Functionalism, Marxism, Feminism, New Right, Personal Life Perspective • Family diversity & changing patterns (marriage, cohabitation, divorce, childbearing) • Assessment: 20-marker “evaluate” (perspectives on family) 	<ul style="list-style-type: none"> • Gender roles & power: domestic division of labour, decision-making, domestic violence • Childhood: social construction, historical changes, global perspectives • Demography: births, deaths, migration, ageing population • Assessment: Section A-style paper on Families 	<ul style="list-style-type: none"> • Theories of education: Functionalism, Marxism, New Right, Postmodernism • Class & achievement: cultural/material deprivation, cultural capital, habitus • Intro research methods: questionnaires, interviews, observation, experiments • Assessment: Education short answers + 10-mark methods Q 	<ul style="list-style-type: none"> • In-school processes: labelling, self-fulfilling prophecy, setting/streaming, subcultures • Gender & ethnicity differences in achievement • Education policy: marketisation, academies, privatisation, selection, compensatory education • MIC practice (linking research methods to school context) • Assessment: Paper 1 mock (Education 30 + MIC 20 + Theory/Methods 10) 	<ul style="list-style-type: none"> • Synoptic revision of Families + Education + MIC • Theory & Methods bridge: objectivity/value freedom, sociology & science, methodological debates • Taster for Crime (Y13): measuring crime, official stats vs victim/self-report surveys, realism intro • Assessment: End of Y12 mock (Paper 1 style + Paper 2 Section A Families)

<p>Why?</p>	<ul style="list-style-type: none"> • Builds foundations in key concepts (norms, values, culture, identity, etc..) • Introduces perspectives (Functionalism, Marxism, Feminism etc.) • Helps students see how sociology is different from psychology or politics. 	<ul style="list-style-type: none"> • Explores how families have changed over time (e.g. divorce rates, cohabitation, lone parenthood). • Investigates issues of power, gender roles, childhood, and demographic change. • Provides a grounding in sociological perspectives applied to everyday life. 	<ul style="list-style-type: none"> • Examines how education systems reproduce or challenge inequalities (class, gender, ethnicity). • Introduces how sociologists carry out research, building skills needed across all topics. • Prepares directly for Paper 1 (Education + MIC). 	
<p>How parents / carers can support</p>	<ul style="list-style-type: none"> • Discuss current affairs at home (e.g. debates around gender roles, inequality, media influence). • Encourage students to explain perspectives in simple terms (e.g. “How would a Marxist view that issue?”). • Watch documentaries/news together and ask: “How might sociologists explain this?” <p>Watch together:</p> <ul style="list-style-type: none"> • <i>BBC – Inside the Factory</i> (socialisation and culture) • <i>BBC – Panorama</i> specials (social issues) 	<ul style="list-style-type: none"> • Share family histories or experiences of change in gender roles, parenting, or extended family life. • Talk about news stories on family policy (e.g. childcare, marriage trends, parental leave). • Encourage critical thinking: “Do all families work the same way?” <p>Watch together:</p> <ul style="list-style-type: none"> • <i>BBC – The Family (Modern Times)</i> • <i>Dispatches – Growing Up Poor (C4)</i> • <i>Child of Our Time</i> (BBC) 	<ul style="list-style-type: none"> • Ask about school/college experiences and how they might reflect wider inequalities. • Encourage students to apply theory to their own schooling (e.g. labelling, streaming, peer groups). • Support with revision of methods by testing definitions and discussing pros/cons of questionnaires, interviews, or observations. <p>Watch together:</p> <ul style="list-style-type: none"> • <i>Educating... series (C4) – Educating Essex, Educating Yorkshire</i> • <i>The School That Tried to End Racism (C4)</i> • <i>Horizon – Are Our Kids Tough Enough? Chinese School</i> (BBC) 	

	Autumn		Spring		Summer	
	Crime and Deviance – Part 1	Crime and Deviance – Part 2 with T & M	Beliefs in Society – Part 1	Beliefs in Society – Part 2	Revision and Exam Practice	
Year 13	<p>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</p> <ul style="list-style-type: none"> • Assessment: 10 and 30 mark essays 	<p>globalisation and crime in contemporary society; the media and crime; green crime; human rights and state crimes crime control, surveillance, prevention and punishment, victims, and the role of the criminal justice system and other agencies.)</p> <ul style="list-style-type: none"> • Assessment: 10 and 30 mark essays 	<p>ideology, science and religion, including both Christian and non-Christian religious traditions the relationship between social change and social stability, and religious beliefs, practices and organisations</p> <ul style="list-style-type: none"> • Assessment: 10 and 20 mark essays 	<p>religious organisations, including cults, sects, denominations, churches and New Age movements, and their relationship to religious and spiritual belief and practice the relationship between different social groups and religious/spiritual organisations and movements, beliefs and practices the significance of religion and religiosity in the contemporary world, including the nature and extent of secularisation in a global context, and globalisation and the spread of religions.</p> <ul style="list-style-type: none"> • Assessment: 10 and 20 mark essays 		

<p>Why?</p>	<ul style="list-style-type: none"> • Explores why people commit crime, why some groups are over-represented, and how society reacts. • Covers functionalist, Marxist, realist, and interactionist explanations of crime. • Links to global issues (green crime, state crime, human rights abuses, globalisation). • Develops understanding of surveillance, punishment, and social control. 	<ul style="list-style-type: none"> • Explores how religion influences individuals, culture, and social structures. • Helps students understand debates about whether religion is declining or changing. • Examines how religion can maintain inequality or promote social change. • Links to global issues (fundamentalism, modernisation, identity). • Develops evaluation of different sociological perspectives (functionalism, Marxism, feminism, postmodernism). 	
<p>How parents / carers can support</p>	<ul style="list-style-type: none"> • Discuss crime in the news (e.g. knife crime, corporate scandals, cybercrime). • Ask students how different theories might explain the same crime (e.g. “How would Marxists explain fraud vs Functionalists?”). • Talk about how media shapes perceptions of crime. <p>Watch together:</p> <ul style="list-style-type: none"> • <i>Louis Theroux – Behind Bars</i> • <i>Inside Crime</i> (BBC) • <i>The Met: Policing London</i> (BBC) • <i>Crime & Punishment</i> (C4) 	<ul style="list-style-type: none"> • Discuss religion in the news (e.g. fundamentalism, conflict, role of religion in politics). • Encourage discussion of different beliefs and viewpoints (tolerance and evaluation skills). • Ask students to explain different theories (e.g. “How would Marxists vs Functionalists view religion?”). • Watch documentaries or debates about religion and society. • Support wider reading (news articles, BBC Bitesize, documentaries) <p>Watch together:</p> <ul style="list-style-type: none"> • Pilgrimage (BBC) • Explained:Cults (Netflix) • TED Talk – Why do people believe in religion 	