

	Paper 1- Education	Paper 2- Health	Paper 2- Family	Paper 1- Theory and Methods	Paper 2- Beliefs in Society
Year 12	<p>Concepts/Tier 3 vocabulary Meritocracy, role allocation, hidden curriculum, self- fulfilling prophecy, marketisation, privatisation and globalisation</p>	<p>Concepts/Tier 3 vocabulary Bio-medical, Social construct, sick role, altruism, latrogenesis, Inverse Care Law, North- South divide, Postcode lottery, Artefact approach, material and cultural explanations, Globalisation, Big Pharma and Power/Knowledge</p>	<p>Concepts/Tier 3 vocabulary Primary socialisation, genderquake, nuclear family, demographics, fertility rates, family diversity divorce, personal life secularisation, domestic labour, triple shift, childhood and globalisation.</p>	<p>Concepts/Tier 3 vocabulary Primary data, secondary data, qualitative, quantitative, ethical issues, covert observation, objectivity, rapport, Hawthorne effect, reliability, representativeness and validity.</p>	<p>Concepts/Tier 3 vocabulary Totemism, Collective conscience, Patriarchy, Liberation theology, Protestant ethic, Cults, Sects, Denominations, and Ideological state apparatus.</p>
	<p>Justification: Students begin with the foundational topic of Education as this introduces the key sociological perspectives views and key concepts examined throughout the course. Students examine the functions and purpose of education and evaluate differing views on these functions. Students also identify and examine internal and external factors affecting educational achievement as well as the impact of class, gender and ethnicity. Students consider the aims and impact of education policy since 1945. The key theme of globalisation is examined through an analysis of the impact of global changes on educational policy decisions.</p>	<p>Justification: Students continue to build on their understanding of the impact of class, age, gender and ethnicity through an examination of the factors affecting morbidity and mortality rates in the UK. Students evaluate the impact of material factors such as poverty and cultural factors such as diet and lifestyle choices. Students consider the differences in the access to healthcare provision linked to social class, region, gender and ethnicity, Theoretical views on the positive and critical views on the roles of doctors in society. Linking to the theme of globalisation, students evaluate the positive and negative impact of Big Pharma companies on the NHS.</p>	<p>Justification: Students continue to build on their knowledge and understanding of key sociological perspective by considering the role and function of Education according to Marxists, Functionalist, Feminist and New Right views. Students explore the historical and sociological factors which have led to a range of family types and trends such as the increase in divorce and cohabitation. Students also identify and examine demographics patterns since 1900 including reasons for changes in birth rates, fertility rates and death rates. Students evaluate the impact of demographic trends on family types. Students consider the impact of globalisation and migration on the domestic division of labour and family diversity in the UK.</p>	<p>Justification: Students begin this topic by examining the strengths and limits of the key research methods including: questionnaires, interviews, observation, experiments and official statistics. Students apply their understanding of research methods to the Education topic in Paper 1 through the methods in context section. This involves an examination of the strengths and limits of a method linked to a specific education issue. Students also make distinctions between primary and secondary data as well as qualitative and quantitative data. Research methods are evaluated with consideration for Practical, Ethical and Theoretical issues.</p>	<p>Justification: Students examine the differing sociological perspectives on the role and function of religion in society including Marxist, Functionalist, Neo-Marxist and Feminist views. Students evaluate the whether religion is force for social order or control versus religion as a force for social change. Students identify the 4 main religious [Churches, Denominations, Cults and Sects] organisations in society and the features of these organisations. Consideration is given to the reasons why NRMs [cults and sects] appeal to some members of society.</p>
	<ul style="list-style-type: none"> • Assessment: • Students are assessed frequently using past paper questions and marked against exam criteria and assessment objectives. • Year 12 PPE consists of Paper 1 and 2 topics [excluding Belief in Society which students start in Summer term] • Students complete DIRT feedback following each assessment and complete standardised feedback sheet followed by re-writing sections of essays. 				

	Paper 2- Beliefs in Society [continued]	Paper 3-Crime and Deviance	Paper 3-Theory and Method [continued]	Revision	External exams
Year 13	<p>Concepts/Tier 3 vocabulary Globalisation, Postmodernism, Fundamentalism, Secularisation Spiritual shopping, holistic milieu, pick and mix religions, believing without belonging and belonging without believing.</p>	<p>Concepts/Tier 3 vocabulary Anomie, status frustration, deviancy adaptations, self- fulfilling prophecy, master status, deviant career, double deviance, chivalry thesis, institutional racism, dark figure of crime, self-report surveys, deviancy amplification, state crime, green crime, corporate crime and globalisation.</p>	<p>Concepts/Tier 3 vocabulary Consensus, conflict, social action, interpretivism, positivism, postmodernity, social facts, value free, value laden, paradigm shift, social policy and hypothetico-deductive model.</p>	<p>Concepts/Tier 3 vocabulary Globalisation, labelling, self - fulfilling prophecy, cultural and material deprivation, positivist and interpretivist data, social policy, marketisation. Consensus versus Conflict approaches.</p>	
	<p>Justification: Students continue with their examination of Beliefs in Society by analysing patterns of religiosity by social groups including class, age, gender and ethnicity. Students evaluate the extent of secularisation in the UK with comparison to other European countries and the USA. Students also examine the Postmodern perspective on the changing role and function of religion in an increasing individualised society. Finally, students debate the reasons for religious fundamentalism and the extent to which this is the result of and reaction to globalisation and postmodern society.</p>	<p>Justification: Students identify and apply the differing sociological explanations for crime beginning with subcultural and strain theory. Students also apply their knowledge on Interactionism from the education topic to crime examining arguments such as self-fulfilling prophecy and master status. Students also examine Right realist approaches to crime applying the New Right view of the Family to Broken Windows theory. Students assess the social trends in criminality linked to class, gender and ethnicity. Students also examine the extent to which crime statistics give an accurate picture of the amount of crime committed and why some crimes are under reported and under recorded. Students assess the effectiveness of the British crime survey in detecting the true extent of crime using self- report and victim surveys. Students also evaluate the impact of the media on crime and the ways in which the media may cause crime through deviancy amplification as well as through exaggeration of the extent of violent crime. Finally, students consider the impact of globalisation on crime including</p>	<p>Justification: Students develop on their understanding of methods by examining the differing theoretical perspectives underpinning sociological theory: consensus versus conflict theories and social action approaches to the study of society. Students develop their understanding of the positivistic view of society compared to the interpretivist approach. Consideration is given to the similarities and differences between Sociology and Science and whether it is possible to study society objectively. Students evaluate the debates within Sociology about whether Sociology should be studied completely value free, value laden or committed sociology approach. Students also assess the influence of Sociology on social policy.</p>	<p>Justification: Preparation for external exams includes the revisiting of key themes across the A level course,</p>	

		<p>an examination of green crime, state crime and human rights crime.</p>			
<p>Assessment:</p> <ul style="list-style-type: none"> • Students are assessed frequently using past paper questions and marked against exam criteria and assessment objectives. • Year 13 PPE consists of 2 papers- Paper 1 and 2 topics. Further in class PPE on Paper 3 completed in department in March of Year 13. • Students complete DIRT feedback following each assessment and complete standardised feedback sheet followed by re-writing sections of essays. 					
<p>Wider reading/Cultural capital: Students are provided with wider reading-including articles from Sociology Review magazine and research from the British Sociological Association. All students can attend the sixth form debate club run by the Humanities department each week.</p>					