



## **Curriculum Map 2024 – 2025: Sociology**

Term	Year	12	Skills	Year	13	Skills	Rationale
	Introduction to Sociology Background Overview of key theories	Functionalism, Marxism, Interactionism, Feminism, Postmodernism	AO1: Knowledge & understanding of theories, concepts, evidence, & research methods AO2: Apply theories, concepts, evidence & research methods to a range of issues AO3: Analyse & evaluate	Media The relationship between the media, their content and presentation, and audiences	Different theories concerning the effects of the media on their audience.  Morley, Klapper, Blumer and McQuail, GUMG  Methodological issues of researching media effects,	AO1: Knowledge & understanding of theories, concepts, evidence, & research methods AO2: Apply theories, concepts, evidence & research methods to a range of issues AO3: Analyse & evaluate	The KS5 curriculum follows the AQA A Level Sociology specification 2015. Students sit
Autumn term 1	Overview of methods	Questionnaire, Interview, Observation, Experiment, Secondary Data	theories, concepts, evidence & research methods to present arguments, make judgements, draw conclusions	The media,	including violent content.  Gauntlett, GUMG,  Morrison, Bandura et al  Definitions of culture and the nature, causes and	theories, concepts, evidence & research methods to present arguments, make judgements, draw conclusions	assessments at the end of each topic to develop skills, monitor misconceptions & facilitate
term 1	Family and		Personal	globalisation	significance of global		appropriate
	Households Gender roles, domestic labour and power relationships within the family in contemporary society	Sociological arguments & evidence, including extent of change & diversity of experiences.  Dunscombe and Marsden, Pahl, Dunne Aspects of relationships, eg domestic labour, childcare, domestic violence, finance, dual burden, triple shift etc. Pahl and Vogler, Dobash and Dobash, Gershuny	development Students develop skills that enable them to focus on their personal identity, roles and responsibilities within society and develop a lifelong interest in social issues. Students will regularly re- draft extended writing tasks to develop resilience and build confidence. At the beginning of the course many students will be uncertain or lacking in confidence about key terms and the work of	and popular culture  The new media and their significance for	culture and global media on contemporary society.  Strinati, Ritzer, Lechner and Boli  The effects of globalisation on popular culture and the role of the media, including debates about cultural imperialism.  Flew, Fenton, Storey  Competing views on the nature and significance of digital media in contemporary society.	Personal development Students develop skills that enable them to focus on their personal identity, roles and responsibilities within society and develop a lifelong interest in social issues. Students will regularly re-draft extended writing tasks to develop resilience and build confidence. At the beginning of the course many students will be	teacher interventions
	The relationship of the family to the social structure and social change, with particular reference	Different sociological views, eg functionalist, feminist, Marxist, New Right and postmodernist, on the role of	specific sociologists; this emotional aspect of learning will be addressed at the beginning of the course and revisited repeatedly throughout the year to demonstrate where the	an understanding of the role of the media in contemporary society	Boyle, Curran and Seaton, Cornford and Robbins The growth and diversity of new media; control and use of new media. Boyle, Cornford and Robbins, Keen	uncertain or lacking in confidence about key terms and the work of specific sociologists; this emotional aspect of learning will be addressed at the beginning of the	

	to the economy and to state policies  The nature of childhood, and changes in the status of children in the family and society	the family and its relationship to wider social structures such as the economy. Parsons, Murdock, Zaretsky, Oakley  How childhood is socially constructed. Pilcher, Aries, Wagg Different sociological views on the nature and experience of childhood. Postman, Palmer, Womack How childhood is experienced differently across gender, ethnicity and social class. McRobbie and Garber, Brannen, Howard Cross cultural differences and how the experience of childhood has changed historically. Aries, Punch, Donzelot	students have been growing in confidence. Additionally, students will be gradually encouraged to give their opinions and make a judgement on areas where are a range of different views. Reflect on gender identity and career choices. By showing students contemporary debates and research, students will be introduced to the idea of Sociology as a career. They will also be introduced to careers which make use of sociological research, including but not limited to journalism and the media, politics and the law, social work, policing and probation, the charities sector, marketing and public relations.	Crime and Deviance Crime, deviance, social order and social control	Functionalist explanations of crime, deviance, social order and social control, eg positive functions of crime, adaptations to strain, types of subculture, differential association.  Durkheim, Merton,  A.K.Cohen, Cloward & Ohlin  Marxist and neo-Marxist explanations of crime, deviance, social order and social control, eg criminogenic capitalism, law making and critical criminology.  Marx, Chambliss, Snider, Taylor, Walton & Young	course and revisited repeatedly throughout the year to demonstrate where the students have been growing in confidence. Additionally, students will be gradually encouraged to give their opinions and make a judgement on areas where are a range of different views. By showing students contemporary debates and research, students will be introduced to the idea of Sociology as a career. They will also be introduced to careers which make use of sociological research, including but not limited to journalism and the media, politics and the law, social work, policing and probation, the charities sector, marketing and public relations.	
Autumn term 2	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 household structures	An understanding of the trends in contemporary family and household structures, eg symmetrical family, beanpole families, matrifocal families, serial monogamy, lone-parent families, house husbands, living apart together, same sex couples etc. Chester, Giddens, Rapoports Different sociological explanations for the	AO1 AO2 AO3  Personal development Students develop skills that enable them to focus on their personal identity, roles and responsibilities within society and develop a lifelong interest in social issues. Students will regularly re- draft extended writing tasks to develop resilience and build confidence. At the	Crime, deviance, social order and social control	Labelling theory of crime, deviance, social order and social control, eg the social construction of crime, the effects of labelling and deviance amplification.  Becker, Cicourel, Lemert, S.Cohen, BraithwaiteRight realist explanations of crime, deviance, social order and social control, eg the causes of crime and solutions to crime.  Wilson, Murray, Wilson & Kelling, Felson Left realist explanations of crime, deviance, social	AO1 AO2 AO3  Personal development Students develop skills that enable them to focus on their personal identity, roles and responsibilities within society and develop a lifelong interest in social issues. Students will regularly re-draft extended writing tasks to develop resilience and	

build confidence. At the reasons and significance beginning of the course many order and social control, eg relative deprivation, of these trends. students will be uncertain or beginning of the course Weeks, Chester, Stacey subcultures and lacking in confidence about many students will be Including the marginalisation. key terms and the work of uncertain or lacking in significance of individual Young, Lea & Young specific sociologists; this confidence about key choice in personal emotional aspect of learning terms and the work of relationships and the will be addressed at the specific sociologists; this significance of beginning of the course and emotional aspect of relationships beyond the revisited repeatedly learning will be addressed traditional family throughout the year to at the beginning of the structures. demonstrate where the course and revisited May, Smart, Stacey students have been growing repeatedly throughout The relationship of in confidence. Additionally, the year to demonstrate the family to the students will be gradually where the students have social structure and The impact of encouraged to give their been growing in social change, with government legislation, opinions and make a confidence. Additionally, eg divorce, particular reference students will be gradually judgement on areas where adoption and same sex to the economy and are a range of different views. encouraged to give their marriage, and policies, Reflect on gender identity opinions and make a to state policies and career choices. By judgement on areas education, housing and showing students where are a range of welfare, on the family. contemporary debates and different views. Donzelot, Leonard, research, students will be By showing students Murray introduced to the idea of contemporary debates Sociology as a career. They and research, students Sociological debates will also be introduced to will be introduced to the Demographic trends about the nature, causes careers which make use of idea of Sociology as a in the United sociological research, career. They will also be significance of these Kingdom since 1900: including but not limited to introduced to careers changes. journalism and the media, birth rates, death which make use of McKeown, Hirsch, politics and the law, social rates, family size, life sociological research, Townsend work, policing and probation, including but not limited expectancy, ageing the charities sector, to journalism and the How these changes population, and marketing and public media, politics and the impact on family and migration and relations. law, social work, policing households, globalisation and probation, the and also wider society. charities sector, marketing including concepts such and public relations. as net migration, infant mortality rate & fertility **Education** rate. The Griffiths report, The significance of Picher, Blaikie educational policies, including policies of selection,

	marketisation and privatisation, and polices 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	The impact of educational policies of selection, marketisation and privatisation, such as the tripartite system and the post-1988 education system, in relation to educational standards and class differences of outcome; the globalisation of educational policy.  Ball, Whitty, David Different sociological explanations of the impact of educational policies, eg in relation to parentocracy and differences in economic and cultural capital.  Gewirtz, Gillborn & Youdell, Bartlett					
Spring term 1	Education The role and functions of the education system, including its relationship to the economy and to class structure	Functionalist and New Right explanations of the role and functions of the education system, eg in relation to social solidarity, skills teaching, meritocracy, selection and role allocation. Durkheim, Parsons, Davis & Moore, Chubb & Moe Marxist explanations of the role and functions of the education system, eg in relation to ideological state apparatuses, reproduction of social class inequality,	AO1 AO2 AO3  Personal development Students develop skills that enable them to focus on their personal identity, roles and responsibilities within society and develop a lifelong interest in social issues. Students will regularly re- draft extended writing tasks to develop resilience and build confidence. At the beginning of the course many students will be uncertain or lacking in confidence about key terms and the work of	The social distribution of crime and deviance by ethnicity, gender and social class, including recent patterns and trends in crime	The social distribution of crime and deviance by ethnicity, including recent patterns and trends and different explanations for these, eg ethnicity and criminality, racism and the criminal justice system and victimisation.  Bowling & Phillips, Gilroy, Hall  The social distribution of crime and deviance by gender, including recent patterns and trends and different explanations for these, eg feminism, the chivalry thesis, sex role theory, social control and liberation thesis.	AO1 AO2 AO3  Personal development Students develop skills that enable them to focus on their personal identity, roles and responsibilities within society and develop a lifelong interest in social issues. Students will regularly re-draft extended writing tasks to develop resilience and build confidence. At the beginning of the course many students will be uncertain or lacking in	

Differential educational achievement of social groups by social class, gender and ethnicity in contemporary society

legitimation of social class inequality.

Althusser, Bowles and Gintis, Willis
The impact of educational policies aimed at achieving greater equality of opportunity or outcome, eg the comprehensive system, compensatory education policies, education action zones and tuition fees.

Douglas, Keddie, Ball

Patterns and trends in differential educational achievement by social class, ethnicity and gender, eg in relation to GCSE results.

## Official statistics on patterns

Different sociological explanations of social class differences in educational achievement in relation to external factors (outside the education system), eg cultural deprivation, material deprivation and cultural capital.

J.W.B. Douglas,
Bernstein, Bourdieu

Different sociological

differences in

educational

to

explanations of gender

achievement in relation

beginning of the course and revisited repeatedly throughout the year to demonstrate where the students have been growing in confidence. Additionally, students will be gradually encouraged to give their opinions and make a judgement on areas where are a range of different views. Reflect on gender identity and career choices. By showing students contemporary debates and research, students will be introduced to the idea of Sociology as a career. They will also be introduced to careers which make use of sociological research, including but not limited to iournalism and the media. politics and the law, social work, policing and probation, the charities sector, marketing and public relations.

specific sociologists; this

will be addressed at the

emotional aspect of learning

Crime control, surveillance, prevention and punishment, victims, and the role of the criminal justice system and other agencies

Globalisation and crime in contemporary society; the media and crime; green

## Pollak, Heidensohn, Carlen

The social distribution of crime and deviance by social class, including recent patterns and trends and different explanations for these, eg selective law enforcement and white-collar crime.

Marx, Lea & Young, Pearce, Merton, Miller

Crime control, surveillance, prevention and punishment, eg crime prevention strategies, and sociological perspectives on punishment. **Durkheim. Rusche &** 

Durkheim, Rusche & Kirchheimer, Felson, Chaiken, Wilson & Kelling Patterns of victimisation and explanations for these, eg positivist and critical victimology.

## Christie, Miers, Mawby & Walklate, Tombs & Whyte

The role of the criminal justice system and other agencies, eg the role of police, courts and prisons. Foucault, Garland, S.Cohen

Globalisation and crime in contemporary society, eg transnational organised crime, global criminal organisations, global capitalism and crimes of the powerful.

Castells, Held, Taylor, Hobbs & Dunningham, Glenny

confidence about key terms and the work of specific sociologists; this emotional aspect of learning will be addressed at the beginning of the course and revisited repeatedly throughout the year to demonstrate where the students have been growing in confidence. Additionally, students will be gradually encouraged to give their opinions and make a judgement on areas where are a range of different views. By showing students contemporary debates and research, students will be introduced to the idea of Sociology as a career. They will also be

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schools, with particular reference to teacher/pupil relationships, pupil identities and subcultures, the hidden curriculum, and the organisation of teaching and learning  Different sociological explanations of social class identifies and acutational rot to internal factors and processes within schools, eg teacher labelling, the self-fuffilling prophery, pupil subcultures and pupils' class identities.  Becker, Lacey, Ball Different sociological explanations of gender differences in educational explanations of gender differences in educational theories, egetacher labelling, the self-fuffilling prophery, pupil subcultures and pupils' class identities.  Becker, Lacey, Ball Different sociological explanations of gender differences in educational theories, egescientific and social action variants of such theories, egescientific and ethic differences in education.  Theory and Method  Method  Consensus, conflict, structural and social action variants of such theories, egescientific and ethic differences in education.		particular reference to teacher/pupil relationships, pupil identities and subcultures, the hidden curriculum, and the organisation of teaching and	ethnic differences and their impact, eg GIST, WISE and multicultural education.  Francis, Sewell, Mirza  Different sociological explanations of social class differences in educational achievement in relation to internal factors and processes within schools, eg teacher labelling, the selffulfilling prophecy, pupil subcultures and pupils' class identities.  Becker, Lacey, Ball Different sociological explanations of gender differences in		Method Consensus, conflict, structural and social action	consensus and conflict theories of society, including consensus theories such as functionalism, the New Right, and conflict theories, ie Marxism and feminism; the major variants of such theories,			
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		achievement in relation to internal factors, eg the curriculum, selection and marketisation, feminisation of education, pupil subcultures & gender identities.  Kelly, Gorard, Weiner Patterns and trends in subject choice by gender.  Different sociological explanations of gender differences in subject choice, eg in relation to subject image, teaching and learning styles and primary socialisation.  Official statistics on patterns  Different sociological explanations of ethnic differences in educational achievement in relation to internal factors, eg racist labelling, the self-fulfilling prophecy, pupil subcultural responses, ethnic identities, institutional racism and the ethnocentric curriculum.  Gilborn & Youdell,			liberal, radical, Marxist etc feminism.  Marx, Gramsci, Althusser, Durkheim, Parsons, Merton		
		Coard, Moore &  Davenport					
Spring term 2	Methods Students must be able to apply sociological research methods to the study of education	The application of the range of primary and secondary methods and sources of data (as covered below in AS	A01 A02 A03  Personal development Students develop skills that enable them to focus on their	Theory and Method Consensus, conflict, structural and	The difference between consensus and conflict theories of society, including consensus theories such as	A01 A02 A03  Personal development Students develop skills that enable them to focus	

Quantitative and qualitative methods of research; research design Sources of data, including questionnaires, interviews. participant and nonparticipant observation, experiments, documents and official statistics The distinction between primary and secondary data, and between quantitative and qualitative data The relationship between positivism, interpretivism and sociological methods; the nature of 'social facts' The theoretical, practical and ethical considerations

level Research Methods and in A-level Theory and Methods) to the particular topics studied in education, with specific reference to the strengths and limitations of the different methods and sources of data in different educational contexts.

Types of research method and data sources: the differences between quantitative and qualitative data, and between primary and secondary sources of data; the strengths and limitations of each of these. Primary methods of data collection: questionnaires, interviews, observation and experiments; the main variants of each, eg structured and unstructured interviews. participant and nonparticipant observation, laboratory and field experiments. Secondary sources of data: documents, official statistics; different types of document, eg personal, public and historical; different sources of official

personal identity, roles and responsibilities within society and develop a lifelong interest in social issues. Students will regularly redraft extended writing tasks to develop resilience and build confidence. At the beginning of the course many students will be uncertain or lacking in confidence about key terms and the work of specific sociologists; this emotional aspect of learning will be addressed at the beginning of the course and revisited repeatedly throughout the year to demonstrate where the students have been growing in confidence. Additionally, students will be gradually encouraged to give their opinions and make a judgement on areas where are a range of different views. By showing students contemporary debates and research, students will be introduced to the idea of Sociology as a career. They will also be introduced to careers which make use of sociological research, including but not limited to journalism and the media, politics and the law, social work, policing and probation, the charities sector, marketing and public relations.

social action theories

eg scientific and humanistic Marxism; liberal, radical, Marxist etc feminism. Marx, Gramsci, Althusser, Durkheim, Parsons, Merton The difference between structural theories such as functionalism and Marxism, and action theories; the main types of action theory, such as social action theory, symbolic interactionism and ethnomethodology. Weber, Mead, Blumer, Becker, Goffman, Garfinkel

functionalism, the New

theories, ie Marxism and

variants of such theories,

Right, and conflict

feminism; the major

The concepts of modernity and post-modernity in relation to sociological theory

The nature of science and the extent to which Sociology can be regarded as scientific

The concepts of modernity and postmodernity, including variants such as late modernity.

Baudrillard, Giddens,
Beck, Harvey
Modernist and postmodernist theories of contemporary society.

Baudrillard, Giddens,
Beck, Harvey

Debates about the scientific status of sociology: positivist and interpretivist views.

Durkheim, Weber, Glaser & Strauss, Atkinson

Different views of the natural sciences, eg

Popper, Kuhn, realism,

on their personal identity, roles and responsibilities within society and develop a lifelong interest in social issues. Students will regularly re-draft extended writing tasks to develop resilience and build confidence. At the beginning of the course many students will be uncertain or lacking in confidence about key terms and the work of specific sociologists; this emotional aspect of learning will be addressed at the beginning of the course and revisited repeatedly throughout the year to demonstrate where the students have been growing in confidence. Additionally, students will be gradually encouraged to give their opinions and make a judgement on areas where are a range of different views. By showing students contemporary debates and research, students will be introduced to the idea of Sociology as a career. They will also be introduced to careers which make use of sociological research, including but not limited to journalism and the media, politics and the law, social work, policing and probation, the

			I		
influencing choice of	statistics.		and implications for	charities sector, marketing	
topic, choice of	Research design, eg in		sociology's scientific	and public relations.	
	relation to pilot studies		status.		
method(s) and	and		Popper, Kuhn, Keat &		
the conduct of	sampling techniques;		Urry		
research	main stages of the				
	research	Debates about	Concepts of objectivity,		
	process in relation to	subjectivity,	subjectivity, value		
	these methods.		freedom and ideology.		
	Practical issues affecting	objectivity and	Comte, Durkheim, Marx,		
	choice of methods and	value	Weber, Becker,		
	sources, eg time, cost,	Freedom	Gouldner		
	access and researcher's	110000111	Different views of whether		
	characteristics:		sociology can and should		
	strengths and limitations		be objective or value free,		
	of different		eg classical sociology,		
	methods and sources in		value neutrality and		
	relation to these issues.		committed sociology;		
			relativism.		
	Ethical issues affecting choice of methods and		Comte, Durkheim, Marx,		
	sources, eg informed		Weber, Becker, Gouldner		
	consent, deceit and		Gouldner		
	vulnerable groups;		The difference is the town of		
	strengths and limitations	The relationship	The difference between		
	of different methods	between	social problems and		
	and sources in relation	Sociology and	sociological problems;		
	to these issues.	• .	perspectives on social		
	Theoretical issues	social policy	policy and on the role of		
	affecting choice of		sociology in relation to		
	methods and		policy.		
	sources, eg reliability,		Worsley, Comte,		
	validity,		Durkheim, Marx, Murray		
	representativeness,				
	positivism,	The relationship	The relationship between		
	interpretivism; strengths	between theory	theoretical perspective		
	and limitations	and methods	and preference for		
	of different methods	and methods	particular research		
	and sources in relation		methods and sources of		
	to these		data, eg positivism and		
	issues.		quantitative data,		
	Practical, ethical and		interpretivism and		
	theoretical factors		qualitative data.		
	influencing choice of		Durkheim, Atkinson, Jack		
	research topic, eg		Douglas		
	personal experience and				
	policy concerns.				

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			Quantitative and	Types of research method	
			qualitative	and data sources: the	
				differences between	
			methods of	quantitative and	
			research;	qualitative	
			research design	data, and between	
			Sources of data,	primary and secondary	
			·	sources of data; the	
			including	strengths and limitations	
			questionnaires,	of each of these.	
			interviews,	Primary methods of data	
			participant and	collection: questionnaires,	
				interviews, observation	
			non-participant	and experiments; the main	
			observation,	variants of each, eg	
			experiments,	structured and	
			documents and	unstructured interviews,	
			official statistics	participant and non-	
				participant observation,	
			The distinction	laboratory and field	
			between	experiments.	
			primary and	Secondary sources of data:	
			secondary data,	documents, official	
				statistics; different types	
			and between	of document, eg personal,	
			quantitative and	public and historical;	
			qualitative data	different sources of official	
			·	statistics.	
				Research design, eg in	
				relation to pilot studies	
				and sampling techniques;	
				main stages of the	
				research process in	
				relation to these methods.	
				Practical issues affecting	
				choice of methods and	
				sources, eg time, cost,	
				access and researcher's	
				characteristics; strengths	
				and limitations of different	
				methods and sources in	
				relation to these issues.	
				Ethical issues affecting	
				choice of methods and	
				sources, eg informed	
				consent, deceit and	
				vulnerable groups;	
				valificiable groups,	
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					atana na atala a la na al 11 14 - 41 - 11		
					strengths and limitations		
					of different methods and sources in relation to		
					these issues.		
					Theoretical issues affecting		
					choice of methods and		
				The relationship	sources, eg reliability,		
				The relationship	validity,		
				between	representativeness,		
				positivism,	positivism, interpretivism;		
				interpretivism	strengths and limitations		
				and sociological	of different methods and		
				methods; the	sources in relation to		
					these issues.		
				nature of 'social	Practical, ethical and		
				facts'	theoretical factors		
				The theoretical,	influencing choice of		
				practical and	research topic, eg		
				ethical	personal experience and		
				considerations	policy concerns.		
				influencing			
				choice of topic,			
				choice of			
				method(s) and			
				the conduct of			
				research			
C	Madia	Sociological views,	AO1			A01	
Summer	Media	including Marxist and	AO2	Revision		AO2	
term 1	The relationship	postmodernist pluralist,	AO3			AO3	
	between ownership	on the ownership and					
	and control of the	control of the media.	Personal			Personal	
	Media	The Frankfurt school,	development			development	
		Whale, Levene,	Students develop skills that			Students develop skills	
		Baudrillard	enable them to focus on their			that enable them to focus	
		The pattern of	personal identity, roles and			on their personal identity,	
		ownership.	responsibilities within society			roles and responsibilities	
		Curran, GUMG, Bagdikian	and develop a lifelong			within society and	
		The extent to which	interest in social issues.			develop a lifelong interest	
		owners, as opposed to	Students will regularly re-			in social issues. Students	
	Media	other groups, control	draft extended writing tasks			will regularly re-draft	
	representations of	the content.	to develop resilience and			extended writing tasks to	
	age, social class,	GUMG, Curran,	build confidence. At the			develop resilience and	
		Miliband	beginning of the course many			build confidence. At the	
	ethnicity,	1	beginning or the course many			build confidence. At the	

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	gender, sexuality and	<b>T</b>	students will be uncertain or			beginning of the course	
	disability	The nature, causes,	lacking in confidence about			many students will be	
		trends and significance	key terms and the work of			uncertain or lacking in	
		of these	specific sociologists; this			confidence about key	
		representations.	emotional aspect of learning			terms and the work of	
		Wayne, Newman, Van Djik, Wolf, Batchelor et	will be addressed at the			specific sociologists; this	
		al, Barnes	beginning of the course and			emotional aspect of	
		Changes in the	revisited repeatedly			learning will be addressed	
		representations of	throughout the year to			at the beginning of the	
		different groups.	demonstrate where the			course and revisited	
		Connell, Hall, McRobbie	students have been growing			repeatedly throughout	
			in confidence. Additionally,			the year to demonstrate	
			students will be gradually			where the students have	
			encouraged to give their			been growing in	
			opinions and make a			confidence. Additionally,	
			judgement on areas where			students will be gradually	
			are a range of different views.			encouraged to give their	
			By showing students			opinions and make a	
			contemporary debates and			judgement on areas	
			research, students will be			where are a range of	
			introduced to the idea of			different views.	
			Sociology as a career. They			By showing students	
			will also be introduced to			contemporary debates	
			careers which make use of			and research, students	
			sociological research,			will be introduced to the	
			including but not limited to			idea of Sociology as a	
			journalism and the media,			career. They will also be	
			politics and the law, social			introduced to careers	
			work, policing and probation, the charities sector,			which make use of	
			marketing and public			sociological research,	
			relations.			including but not limited	
			relations.			to journalism and the	
						media, politics and the	
						law, social work, policing	
						and probation, the	
						charities sector, marketing	
						and public relations.	
						מווע שטווכ ו פומנוטווג.	
Summer	Media		A01	Povicion and		A01	
		Sociological views on the	AO2	Revision and		AO2	
term 2	The processes of	social construction of	AO3	exams		AO3	
	selection and	news, including					
	presentation of the	practical, technological,	Personal				
	content of the news	(including the new	development				
	content of the news		uevelopilient				

media), organisational and ideological factors.  Jones, Galtung and Ruge, Davies The influence of audience, advertisers, the new media, media professionals and government on the content of news. The Leveson Enquiry, GUMG, Jewkes  The Leveson Enquiry, Gumin Jewkes  The Leveson Enquiry, Gumin Jewkes  Students develop skills that enable them to focus on their personal identity, roles and responsibilities within society and develop a lifelong interest in social issues.  Students will send them to focus on their personal identity, roles and responsibilities within society and develop a lifelong interest in social issues.  Students will suses.  Students will suses.  Students develop skills that enable them to focus on their personal identity, roles and responsibilities within society and develop a lifelong interest in social issues.  Students will regularly redraft extended writing tasks to develop resilience and build confidence. At the beginning of the course many students will be uncertain or lacking in confidence about key terms and the work of specific sociologists; this emotional aspect of learning
Jones, Galtung and Ruge, Davies The influence of audience, advertisers, the new media, media professionals and government on the content of news. The Leveson Enquiry, GUMG, Jewkes The Leveson Enquiry, Gumin is a considered and the course many students will be uncertain or lacking in confidence about key terms and the work of specific sociologists; this emotional aspect of learning
Ruge, Davies The influence of audience, advertisers, the new media, media professionals and government on the content of news. The Leveson Enquiry, GUMG, Jewkes The Leveson Enquiry is tudents will be uncertain or lacking in confidence about key terms and the work of specific sociologists; this emotional aspect of learning
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emotional aspect of learning
will be addressed at the
beginning of the course and
revisited repeatedly
throughout the year to
demonstrate where the
students have been growing
in confidence. Additionally,
students will be gradually
encouraged to give their
opinions and make a
judgement on areas where
are a range of different views.
By showing students
contemporary debates and
research, students will be
introduced to the idea of
Sociology as a career. They
will also be introduced to
careers which make use of
sociological research,
including but not limited to
journalism and the media,
politics and the law, social work, policing and probation,
the charities sector,
marketing and public
relations.