



SOCIOLOGY:

‘Explore the society we live in and how it has shaped your and other people’s lives’

Sociology teaches you to question the world around you and helps you understand the main factors that influence people’s behaviour. Students will learn how to look at society more critically and analytically. Students are encouraged to use current social issues as examples.

The skills that are developed by studying A level Sociology include:

- Communication skills of reading, writing, speaking and listening
- Interpreting and evaluating different points of view
- Question assumptions about society and the rules by which we live our lives
- Examine how our experiences maybe different to others and may shape the choices and decisions that we make in our own lives

KS5 Sociology Curriculum Overview (Year 12 & 13)

A level Sociology is studied in Years 12 and 13. We follow the AQA Specification which looks at analysing, interpreting and evaluating Sociological concepts and theories in relation to the topics listed below.

Sociology is the systematic study of society and the groups within it. It is about looking at the world you live in through a different lens to try and understand some of the problems and issues that face society and how society has changed through the generations. It is about looking at the experiences of different social groups and trying to understand their views and the structural causes of their experiences. Sociology is a good umbrella subject, meaning that it supports a number of careers and degree courses as one of the key skills of a sociologist is to look at the world in an objective and critical way.



YEAR 12

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
TOPIC	Education	Education	Research Methods	Families and Households	Families and Households	Crime and Deviance
KEY CONCEPTS	<p>The role and functions of the education system</p> <p>Different achievement of social groups by social class, gender and ethnicity in contemporary society</p>	<p>Relationships and processes within schools</p> <p>The significance of policies to achieve greater equality of opportunity for access to education; the impact of globalisation on educational policy</p>	<p>Quantitative and qualitative methods of research; research design, sources of data, including questionnaires, interviews, participant and non-participant observation, experiments, documents and official statistics</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>The relationship of the family to the social structure and social change, with particular reference to the economy and to state policies</p> <p>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</p>	<p>Demographic trends in the United Kingdom since 1900</p>	<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>
ASSESSMENT	<p>Exam questions and essays</p> <p>End of topic test</p>	<p>Exam questions and essays</p> <p>End of topic test</p>	<p>Exam questions and essays</p> <p>End of topic test</p>	<p>Exam questions and essays</p> <p>End of topic test</p>	<p>PPE</p>	<p>Exam questions and essays</p> <p>End of topic test</p>



YEAR 13

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
TOPIC	Crime and deviance	Beliefs in Society	Beliefs in Society	Exam Technique and Preparation	Exam Technique and Preparation	
KEY CONCEPTS	<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>The relationship between social change and social stability, and religious beliefs, practices and organisations</p> <p>Religious organisations, including cults, sects, denominations, churches and New Age movements, and their relationship to religious and spiritual belief and practice</p>	<p>The relationship between different social groups and religious/spiritual organisations and movements, beliefs and practices</p> <p>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>			
ASSESSMENT	<p>Exam questions and essays</p> <p>End of topic test</p>	PPE	<p>Exam questions and essays</p> <p>End of topic test</p>	PPE		A level Exams



PSYCHOLOGY:

‘The science of mental processes and behaviour’

Our overall aim is to develop our students’ critical thinking skills and understanding of the mind and behaviour. Students wishing to study Psychology are curious about both typical and atypical behaviour.

The skills that are developed by studying A level Psychology include:

- Communication skills of reading, writing, speaking and listening
- Interpreting and evaluating different points of view
- Apply their knowledge to a range of previously unseen scenarios
- Identify cross-curricular links across departments, eg with Maths and Science so we can improve students confidence interpreting data in Psychology and understanding the role of neurotransmitters and genes.



KS5 Psychology Curriculum Overview (Year 12 & 13)

A level Psychology is studied in Years 12 and 13. We follow the AQA Specification which looks at analysing, interpreting and evaluating psychological concepts, theories, research studies, research methods and ethical issues in relation to the topics listed below as well as exploring and evaluating a range of therapies and treatments in terms of their appropriateness and effectiveness.

Psychology is a great subject to study because it will not only give you a number of transferable skills, it will also teach you more about the way people think. An understanding of the human mind is useful in a number of careers as well as providing a gateway to further study of Psychology at University.

YEAR 12

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
TOPIC	Social Influence and Memory	Social Influence and Memory	Attachment and Psychopathology	Approaches and Research Methods	Revision	Relationships and Biopsychology
KEY CONCEPTS	<p>Explore the types and explanations of conformity and obedience and reasons for resistance to social influence</p> <p>Critically analysing key research by Asch, Zimbardo and Milgram</p> <p>We explore the different memory stores and explanations for forgetting</p>	<p>Understanding of minority influence and how social change occurs</p> <p>Factors affecting Eyewitness Testimony, whilst critically analysing key studies and learn how memory can be improved</p>	<p>The stages and explanations of attachment. A key study; Mary Ainsworth's 'Strange Situation'.</p> <p>An overview of the effects of maternal deprivation as well as the influence of early attachments on adult relationships.</p> <p>The difficulty in defining abnormality as well as gaining insight into the causes of OCD, Depression and Phobias as well as evaluating the effectiveness of their treatments</p>	<p>The origins of Psychology as well as an overview of the five main approaches in Psychology.</p> <p>Various research methods, scientific processes and techniques of data handling and analysis and learn their strengths and limitations</p>	<p>We explore Graphs and tables, The Peer review process and The Economy</p>	<p>Factors affecting attraction</p> <p>Analyse theories of romantic relationships</p> <p>The Nervous System, the brain and ways of studying it</p> <p>Biological rhythms</p>
ASSESSMENT	Exam questions	Exam questions End of topic tests	Exam questions End of topic tests	Exam questions End of topic tests	Past Exam Papers PPE for Paper 1 (Internal Mock Exams)	PPE for Paper 2 (Internal Mock Exams)



YEAR 13

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
TOPIC	Relationships and Forensic	Eating Behaviour and Forensic Psychology	Eating behaviour, Issues and Debates and Research Methods	Research Methods and Revision	Revision	
KEY CONCEPTS	<p>Theories into Romantic relationships as well as virtual relationships and parasocial relationships</p> <p>Offender profiling and discuss biological explanations of offending behaviour as well as effective ways of dealing with it</p>	<p>Explanations for food preferences, neural and hormonal mechanisms involved in eating</p> <p>Biological and psychological explanations for anorexia nervosa and obesity</p> <p>Psychological explanations of offending behaviour as well as effective ways of dealing with it</p>	<p>Gender and culture in Psychology, Free will and Determinism, Holism and reductionism, Idiographic and nomothetic approaches, the nature/nurture debate</p> <p>Research methods, scientific processes and techniques of data handling and analysis, their use and their strengths and limitations</p>	<p>Dealing with data 2</p> <p>Reliability and validity 2</p> <p>Inferential testing and get familiar with the use of inferential tests</p> <p>Writing psychological reports</p> <p>Practical research project</p>		
ASSESSMENT	<p>Exam questions</p> <p>End of topic test</p>	<p>Exam questions</p> <p>End of topic test</p>	<p>Exam questions</p> <p>PPE: Paper 3</p>	<p>Exam questions</p> <p>PPE: Paper 1 and Paper 2</p>	<p>Past Papers</p> <p>Analysing areas of improvement by going through papers</p>	<p>A Level Exams</p>



KS5 BTEC Level 3 Health and Social Care Curriculum Overview (Year 12 & 13)

This is a double subject that allows students to explore the real life issues that surround health and social care. Students learn about health care which encompasses all hospital activities, medical nursing homes and GP services. They also learn about the social care sector which includes, residential nursing and care facilities, domiciliary care and social work. Students can progress into this work sector through degree programmes in nursing, midwifery, social work, physiotherapy and occupational therapy (to name a few)! There are more than 300 distinct career paths in this sector.

YEAR 12

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
TOPIC	U1 - Human Lifespan Development	U2 - Working in Health and Social Care	U14 – Physiological Disorders and their Care	U19 – Nutritional Health	Preparation for unit 1 and /or 2 exam resits if necessary	U5 Part 1 – Meeting Individual Needs
KEY CONCEPTS	<p>External examined unit</p> <p>Growth and development during the human lifespan; the life stages from infancy to later adulthood. Psychological, physical, emotional and intellectual development, and how predictable and unpredictable life events can affect a person's development</p>	<p>External examined unit</p> <p>This unit is split into social care and health care. The sub units explore professionals, their roles and responsibilities, the structure of NHS, the importance of safe practices including infection control and health and social legislation</p>	<p>Internal Assessment – assignment</p> <p>Different physiological disorders are explored; research on signs and symptoms, diagnosis methods, types of treatment and the type of care practices available. Care plans are designed, these also include a report that identifies the individual needs of the service user and they could be met</p>	<p>Internal Assessment – assignment</p> <p>Key concepts include: Analysis of dietary intake</p> <p>Planning professional dietary plans for people with individual needs</p> <p>Health conditions related to dietary deficiencies</p>	<p>Same as term 1 and 2</p> <p>The focus will be on the exam paper/script from the exam board (from the January exam) which will allow self reflection and revision to be focussed on particular areas for improvement</p>	<p>Internal Assessment – assignment</p> <p>Assessment of case studies exploring different health and social care needs and how they can be managed</p> <p>Key concepts include: Emotional, social and behavioural disorders</p> <p>Physical disorders and disabilities</p> <p>Communication barriers and how to overcome these</p>
ASSESSMENT	<p>End of topic exam questions for each sub unit</p> <p>PPE and revision in preparation for the official January exam</p>		<p>Students complete Task 1 & 2 of this assignment brief</p> <p>First submission is internally assessed and then feedback is given</p> <p>Students have 15 working days to amend/recraft their work</p>		<p>PPE and revision sessions focussed on particular sub-sections of each unit</p> <p>The resits will take place during the summer exam period</p>	<p>Students complete Task 1 and 2 of this assignment brief</p> <p>First submission is internally assessed, feedback given with 15 working days to amend/recraft their work</p>



YEAR 13

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
TOPIC	U5 Part 2 – Meeting Individual Needs	U7 – Safe Practices in Health and Social Care	U8 – Part A Promoting Public Health	U4 – Current Research in Health and Social Care	U4 – Current Research in Health and Social Care	U8 – Part B Promoting Public Health
KEY CONCEPTS	<p>Assess the individual needs of the service users presented in the two case studies selected</p> <p>Key areas: Emotional, social and behavioural disorders and disabilities</p> <p>Physical disorders and disabilities</p> <p>Communication barriers and how to manage or overcome these</p> <p>Professionals required to support the needs identified</p>	<p>Key areas include:</p> <p>Infection control in health and social care, including domiciliary care</p> <p>Legislation to protect service users and service providers</p> <p>Risk assessments in health and social care</p>	<p>Key areas include:</p> <p>History of public health including the formation of the NHS</p> <p>Public health strategies past and present</p>	<p>Part A – Analysis and research of HSC articles</p> <p>Students explore current research in health and social care, carry out secondary research into the article they have chosen from Part A to prepare for the Part B paper</p> <p>Previous topics have included:</p> <p>Using video games to reduce episodic schizophrenia</p> <p>Reduction of eosinophil levels with new asthma drug trials</p> <p>Social housing for people with disabilities</p>	<p>Preparation for Part B PPE including use of Part A – analysis and research</p> <p>Part B – written PPE</p> <p>3 hour exam including 4 essay style questions</p>	<p>Students will use their knowledge from Term 3 to complete Task 3 of their assignment</p> <p>Key areas:</p> <p>Analysis of public health demographics, including pandemics and epidemics</p> <p>Evaluating public health strategies currently in place</p> <p>The future of public health</p>
ASSESSMENT	<p>Internal Assessment – assignment.</p> <p>Students complete Task 1 & 2 of this assignment brief.</p> <p>First submission is internally assessed and then feedback is given. Students have 15 working days to amend/recraft their work.</p>			<p>Weekly mini assessments to revise key concepts</p> <p>PPE –Part A – analysis of articles and secondary research</p> <p>Part B consists of the 3 hour controlled assessment</p>	<p>April – Part A released</p> <p>Analysis of official articles</p> <p>May – Part B Official Unit 4 exam</p>	<p>Internal Assessment – assignment</p> <p>Task 1 & 2</p> <p>First submission is internally assessed, feedback given with 15 working days to amend/recraft their work</p>