

LONG TERM PLANS

Year Overview (Sociology – Year 11)

ESS Faculty YEAR 2015-2016

Autumn term

Half term 1	Half term 2
<p>Unit 2 Crime and Deviance Aims: Students are expected to be familiar with sociological explanations of the following content:</p> <ul style="list-style-type: none"> • be aware, at a basic level, of the social distribution of crime, eg class, age, gender, ethnicity and locality. • outline different sociological explanations of criminal and deviant behaviour, such as sub-cultural theories, labelling theory and relative deprivation • assess, at a basic level, the usefulness of official crime figures, and self-report and victim studies, to sociologists • describe the significance of criminal and deviant behaviour for victims, communities and society in general. <p>Key Assessment Activity: Examination questions relating to both topic areas including short questions and essay questions</p>	<p>Unit 2 Crime and Deviance Aims: To be familiar with Sociological terms and concepts and be able to:</p> <ul style="list-style-type: none"> • be aware, at a basic level, of the ways in which criminal and deviant behaviour have generated public debates in recent years. • understand, at a basic level, the nature and significance of social problems such as racism and teenage crime. <p>Unit 2: Mass Media Aims: To be familiar with Sociological terms and concepts and be able to:</p> <ul style="list-style-type: none"> • that there are different views of the nature of the relationship between the mass media and audience and how this may be affected by new technologies • of the significance of the mass media within the socialisation process and be able to describe, at a basic level, its part, along with other agents of socialisation, in the development of people's political and social identities and views <p>Key Assessment Activity: Examination questions relating to both topic areas including short questions and essay questions</p>

Spring term

Half term 1	Half term 2
<p>Unit 2: Mass Media Aims: To be familiar with Sociological terms and concepts and be able to:</p> <ul style="list-style-type: none"> • of the media as a source of power for the individuals and organisations which own and/or control it, and be able to describe and explain the exercise of this power through, for example, agenda setting, the creation and dissemination of positive/negative images of particular groups/organisations, eg environmentalists, animal rights activists and lone parents • of the potential significance for the distribution of power of technological developments, 	<p>Unit 2: Social Inequality Aims: To be familiar with Sociological terms and concepts and be able to:</p> <ul style="list-style-type: none"> • describe and explain the nature of stratification as involving the unequal distribution of wealth, income, status and power • describe and use appropriately the major concepts involved in the analysis of stratification, including class, status and life chances • identify and describe forms of stratification based on class, gender, ethnicity, age and religion

<p>such as the internet</p> <ul style="list-style-type: none"> of the ways in which the media may encourage stereotyping, and be able to describe the process of deviancy amplification of contemporary media related issues, such as whether media exposure encourages violence. <p>Key Assessment Activity: Examination questions relating to both topic areas including short questions and essay questions</p>	<ul style="list-style-type: none"> describe and explain the ways in which life chances are influenced by differences in wealth, income, power and status; and describe and explain the relationship between such inequalities and social factors such as class, gender and ethnicity. <p>Key Assessment Activity: Examination questions relating to both topic areas including short questions and essay questions</p>
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Summer term

Half term 1	Half term 2
<p>Unit 2: Power and Inequality</p> <p>Aims: To be familiar with Sociological terms and concepts and be able to:</p> <ul style="list-style-type: none"> describe and explain the ways in which life chances are influenced by differences in wealth, income, power and status; and describe and explain the relationship between such inequalities and social factors such as class, gender and ethnicity. <p>Revision</p> <p>Key Assessment Activity: Examination questions relating to both topic areas including short questions and essay questions</p>	<p>Revision</p> <p>Key Assessment Activity: Examination questions relating to both topic areas including short questions and essay questions</p>