

## **Paisley Catholic College – Curriculum Statement for Sociology**

The Sociology A Level qualification offers an engaging and effective introduction to the study of society. Students develop knowledge and understanding about society and how sociologists study. Sociology is a 'people's subject', the topics lend themselves to a range of career options, which students are encouraged to explore as an ongoing process. The sociology specification will help students to understand society's structures, processes and issues. Sociology is exciting, interesting and relevant to students' lives in modern Britain and globally. Lessons help students engage with the world about them. The A Level develops important skills such as communication, critical thinking, analytical skills, and students are encouraged to study independently, in preparation for the workforce and H.E.

### **Intent – What we are trying to achieve?**

- Students in sociology will experience a broad and balanced sociology curriculum, which meets the requirements of the AQA examining board. This will be taught by highly-qualified staff who will support students to develop mastery of sociological understanding qualities and the exam skills required.
- All students will have access to an enriched sociological curriculum. For example, opportunities will exist for students to experience learning beyond the classroom. This will allow them to enrich their knowledge by, for example, visiting places such as Glastonbury that will help them with the beliefs in society element.
- Success criteria are implemented in every task, test and homework with detailed plans to enable students to structure their essays in accordance with mark schemes and exam board guidance.
- Sociology is a subject that can lead to a range of careers (for example- the crime topics can lead to an interest in the police and prison service, probation and social work). Students will be reminded of these career choices as we go through the curriculum and will be given a career sheet to place in their files ready for UCAS guidance.
- Students will be able to carry on into H.E equipped and prepared with the skills necessary for university. These skills include presentations, tutorial practice, extended essays, evaluative skills, independent learning, organization and many others.
- An A Level in sociology can often lead students to taking sociology at degree level. Students who wish to take this path will have experienced guidance in potential career paths and what to expect from a sociology/ humanities degree.
- A university-style learning experience will operate in sociology A Level, including tutorials, assessed and independent work with enrichment activities. Students are expected to be a positive role within the classroom (student monitors/ambassadors etc.)
- Sociology examines issues such as poverty and lack of opportunities. Students are expected to demonstrate a charitable aspect to their studies by fundraising at least twice a year, at Christmas and Easter. This ties in with the Catholic calendar and keeps focus on the Catholic ethos.

### **Implementation – How do we translate our vision into practice?**

- The sociology department works hard at maintaining a positive ethos to learning in lessons and has high expectations of students' work, attitude and behaviour. Students that 'coast' or start to fall below their TG get picked up very quickly and are monitored throughout. Interventions are then put in place.
- Success criteria in every lesson are set in order to guide student performance. This ensures work is demanding and matches the aims of the curriculum.
- Success criteria are developed and updated regularly according to the needs of each student's cohort

- Success criteria are used for homework, assessments and class work and are matched to exam questions.
- Students will be in classes with peers of varying abilities. This will mean that tasks and assessments will be set at the same level as they are in exam but the differentiation will be by end grade. In order for all students to achieve their potential, assessment/ homework sheets will be scaffolded and set to past papers and the text book.
- Fortnightly/ weekly (weekly depending on the time of year) assessed work with follow-up tasks further develops students' knowledge and understanding.  
Work is usually returned within a week and follow-up tasks done in class to ensure consistency.
- High quality teaching responds to the needs of students. Teachers act on the findings from assessments to secure the best possible outcomes.
- Students are tested as a matter of course at the beginning of each lesson on prior learning through small marker starters.
- Students have a range of resources to help them with the following: revision files, filled with past paper scaffolded questions, extra reading, past papers, workbooks, textbooks, revision books, articles for tutorials. Students are encouraged to place all resources in three folders to keep them organized. Students are expected to bring these in, complete and organized every term.
- High quality resources complement the delivery of specialist learning admirably.
- Students are expected to attend all interventions, one to one meetings, and revision sessions.
- The curriculum is set as standard for all students. Differentiation comes through the tasks set and the degree to which students have engaged with the success criteria and scaffolded plans. If all students follow the entire success criteria and plans then they will achieve top grades. Students who do not follow the full instructions will usually go below their target grade and will be expected to correct this in their follow-up task.
- Students have access to an impartial Careers Advisor who is able to support them in their future choices.
- The skills of sociology should ensure students are well equipped to enter H.E and the work force, for example extended writing, organization, time keeping, deadlines, good behaviour etc.
- Students attend the Glastonbury trip each year, and the students are able to apply their experience to the paper. This has seen an increase in marks awarded for the beliefs paper.

### **Impact – What is the impact of our curriculum on the students?**

- Students of all abilities and in all categories of learners achieve well, reflected in the proven track record of examination success. Students' work across the curriculum is often outstanding.
- Students are ready for the next stage in their journey with an education and qualifications that match their destinations.
- Sociology students often take a sociological related career and degree course. They tend to go into teaching, the police, nursing, social work and many other caring professions.
- Students are encouraged to think about their future career throughout the course. The course lends itself to hundreds of career routes. The topics studied are used as a stepping stone to explore further career options, for example crime and deviance leads to the students looking into the police, probation and the prison service. The students have created a career file on their own career aims and others. This is kept as reference in A1.
- Students are confident, resilient and actively engaged in the wider society. Sociology explores issues like poverty. Students are encouraged to fund funds for disadvantaged children twice a year, for example Christmas boxes and the Easter egg appeal. Students also raise funds for Dougie Mac. This ties in with the Gospel values and the Catholic ethos of witness and care.
- Students are tested on the content on a regular basis.
- Students are expected to redo any tests they have not prepared for before we move to the next topic. They also have 'spot tests' where they are tested for gaps in their topic knowledge.

- Mocks are thoroughly prepared for, and exam skills and papers practised before a mock. Students have a revision file where they have a plethora of resources to help them with mocks and the final exams. The impact of this is that they will cope and be well equipped for H.E and the workplace
- Students performing below their target are encouraged to attend revision and intervention sessions.
- AQA feedback is thoroughly examined and any areas of development are incorporated into schemes and teaching for the duration of the course.
- All students, particularly disadvantaged and low ability are supported during their course. This can be through one to one support, extra help with task sheets and scaffolding.

**The impact of the curriculum on students is holistic. Apart from the academic skills, the curriculum encompasses students' emotional and spiritual welfare and promotes compassion for others. The curriculum heightens their social awareness as citizens. The curriculum also covers human rights and British Values.**