



# YEAR 12 - SOCIOLOGY

'An ambitious curriculum that meets the needs of all'

## Medium Term Planning - Topic: Research Methods with Methods in Context

<b>Curriculum Intent</b>	<p>Pupils will be taught the following during Year 12 with their teacher: Research Methods with Methods in Context</p> <p><b>Why do we teach this to students?</b> This is at the very core of what Sociology is: finding ways to explore and investigate human behaviour with scientific rigor. To understand Sociology it is important to understand the research methods used by Sociologists.</p> <p><b>Why do we teach this now?</b> After students start to gain a good understanding of what the subject is all about, they can begin to see how sociologists do their usual work. This module involves students acquiring knowledge of basic research methods and then applying them in an educational context.</p>
<b>Skills/Assessment objective links</b>	<ul style="list-style-type: none"><li>• AO1: Demonstrate knowledge and understanding of:<ul style="list-style-type: none"><li>○ sociological theories, concepts and evidence</li><li>○ sociological research methods</li></ul></li><li>• AO2: Apply sociological theories, concepts, evidence and research methods to a range of issues</li><li>• AO3: Analyse and evaluate sociological theories, concepts, evidence and research methods in order to:<ul style="list-style-type: none"><li>○ present arguments</li><li>○ make judgements</li><li>○ draw conclusions.</li></ul></li></ul> <p>This is all used in the end of Year 12 exam and then again in Papers 1 and 3 of the final exam</p>
<b>Spiritual, moral, social, and cultural development</b>	<p><b>SMSC:</b> understanding how ethical guidelines were applied to Sociological research. If participants have been harmed in a Sociological study then this is considered in class.</p> <p><b>PSHE:</b> How empathy and sensitivity is important in Sociological research. How some research has impacted on personal and social lives</p> <p><b>British Values:</b> Learning how to deal with the ethical issues, how to get participants back to the 'state' they were in when they enter an experiment. How to make sure that participants in research don't have any long-term effects.</p> <p><b>Skills Builder:</b> Critical thinking and analytical. communication and interpersonal, Leadership and teamwork skills, Organization/time management skills, Goal setting and prioritizing. Knowledge of and experience with basic techniques of research and use of methods, synthesizing and interpreting information</p>
<b>Numeracy</b>	<p>Data handling and analysis. Quantitative and qualitative data; the distinction between qualitative and quantitative data collection techniques. Primary and secondary data.</p> <p>Calculation of percentages. Presentation and display of quantitative data: graphs, tables, bar charts, histograms.</p>
<b>Literacy</b>	<p><b>Vocabulary Tier 2:</b> Experiment, covert, overt, correlations, replicability, objectivity, validity, reliability, generalisability, ethnocentrism, interviews, questionnaires, case study</p> <p><b>Vocabulary Tier 3:</b> Content analysis, thematic analysis, discourse, scientific paradigms, hypothesis testing, falsifiability, demand characteristics, Hawthorne Effect, ethnography, positivism, interpretivism</p> <p><b>Reading:</b> reciprocal reading strategies used, eg predictions – many hooks/ starters include asking what do we already know about this topic. Opportunity to summarize eg write down the main points of an argument/ theory. Questioners – does the text raise any questions, group work as an opportunity to discuss. Connectors – can the text be linked to any theories (either for or against). Opportunity to clarify – discussion of any words or ideas that the student didn't understand.</p> <p><b>Writing:</b> As Sociology is all exam classes, many lessons are dedicated to essay writing. Questions on methods could be either 10 or 20 marks.</p> <p><b>Oracy:</b> group work in the majority of lessons, think pair share activities</p>
<b>Becoming future ready</b>	<p><b>Personal Skills:</b> As a Sociology student you will learn research skills, an understanding of how people think and behave which is essential in the real world, you will gain an ability to relate and empathise with a range</p>



	<p>of people, you will gain an understanding of how to listen to others sensitively and good questioni you will learn techniques of how to cope with emotionally demanding situations, you will get the c work on your own and with others.</p> <p><b>Employability:</b> As well as the above personal skills leading to employability, Sociology A level delivers skills en value, such as numerical skills, the ability to understand and work with statistics, effective communication an to work productively in teams. It also gives an understanding of human society, behaviour and so any employment would use these skills as all employment involves working with others in some aspect or another. Specific links to social work, police, journalism, teaching, research.</p>
<b>Adaptation</b>	Throughout this topic, quality first teaching will provide differentiation:
<b>QFT/SEND Provision</b>	<p><b>By product:</b> differential outcomes using must, could, should.</p> <p><b>By resource:</b> PowerPoints and booklets have different levels of differentiation to access, 'key points' extension, stretch and challenge. Stimulus questions are of a different ability.</p> <p><b>By Intervention:</b> by providing different levels of supervision and support, Sociology drop ins, catch up sessions.</p> <p><b>By Progressive Questioning:</b> exploring pupils' understanding through interactive dialogue.</p> <p><b>By Grouping:</b> according to prior attainment, gender, social preference, preferred learning style.</p> <p><b>By Task:</b> Pupils should be involved in the identification of targets which are meaningful to them and in the selection of an appropriate task from the given range.</p> <p><b>By Offering Optional Activities:</b> In class or as homework, to extend learning.</p> <p>This QFT/SEND provision will be explicit within the lesson-by-lesson schemes of work.</p>
<b>Implementation Curriculum Delivery</b>	
<b>Learning Outcomes (Knowledge)</b>	Students must examine the following areas:
	quantitative and qualitative methods of research; research design
	sources of data, including questionnaires, interviews, participant and non-participant 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 influencing choice of topic, choice of method(s) and the conduct of research
	Students must be able to apply sociological research methods to the study of education.
<b>Current learning to be developed in the future within:</b>	<p>Year 2 Sociological theories and issues</p> <p>All topics could have RM integrated as a skill during other higher tariff questions in the exam and so we incorporate RM questions into each topic. See PowerPoints on teams.</p>
<b>Assessment</b>	Refer to assessment maps for formative and summative assessment opportunities.
<b>Impact</b>	Attainment and Progress – Refer to assessment results / data review documentation.