

Sociology

OCR (H580)



holy family 6th

Assessment Information:

All students will complete three external examinations at the end of Year 13 covering all of the content studied throughout the A level. The three examinations will be a mixture of short and extended writing questions.

Unit/Paper No.	Unit/Paper Title	Type of Unit	GLH	When Assessed	How Assessed
1	Socialisation, Culture and Identity	Compulsory with one optional topic.	108 hours	Year 13 (summer)	30% of total grade 90 minutes exam paper. Essay based questions.
2	Researching and understanding social inequalities	Compulsory	126 hours	Year 13 (summer)	35% of total grade 135 minutes exam paper. Essay based questions.
3	Debates in a contemporary society	Compulsory with one optional topic.	126 hours	Year 13 (summer)	35% of total grade 135 minutes exam paper. Essay based questions.

Rationale

The OCR Sociology scheme of work has been designed to establish a foundation of knowledge surrounding the sociological perspectives and approaches covered during the course. You will follow the 'Sociological Theories' booklet and be set wider-reading tasks to support this foundation.

Paper 01 gives you the opportunity to explore the debates surrounding our identity and the role of socialisation. You will consider the various factors that can influence identity creation and consider the sociological views surrounding this process. This is followed by Section B 'Families and Relationships'. Here you will explore the changing nature of family life and understand the various different sociological perspectives surrounding contemporary family life.

Paper 02 focuses on social inequalities that exist in a contemporary society. After developing an understanding surrounding the patterns of inequality in the UK, you will apply your knowledge of sociology to explain the patterns. You will develop your skills of critical analysis, considering how and why particular sociological methods of research are used.

Paper 03 considers the changing nature of digital communication and the impact that the internet and technology has on society. This is followed by Section B Crime and Deviance in which you study the history of criminology and the sociological perspectives surrounding crime, deviance and punishment.

Key Resources (textbooks/videos/websites)

- 'Sociology Theories Booklet' – the companion for the first half-term of study. **On Shared Drive**
- Haralambos, M. *et al.* (2008). 'Sociology: Themes and Perspectives 5th Ed'. (Collins Educational. London.)
- Brown, K. (2020). 'An Introduction to Sociology 5th Edition'. (Polity Press. Cambridge.) **On Shared Drive**
- Giddens, A. and Sutton, PW. (2013). 'Sociology 7th Ed'. (Polity Press. Cambridge.)
- Roberts, K. *et al.* (2015). 'OCR A Level Sociology book 1'. (Hodder Education. London). **LRC**
- Roberts, K. *et al.* (2015). 'OCR A Level Sociology book 2'. (Hodder Education. London). **LRC**
- Orton-Johnson, K. and Prior, N. (2013). 'Digital Sociology'. (Palgrave MacMillan. Basingstoke.)
- Chapman, S. (2016). 'OCR Sociology: Student Guide 1'. (Hodder Education. London.)
- Chapman, S. (2016). 'OCR Sociology: Student Guide 2'. (Hodder Education. London.)
- Chapman, S. (2016). 'OCR Sociology: Student Guide 3'. (Hodder Education. London.)
- Chapman, S. (2016). 'OCR Sociology: Revision Guide'. (Hodder Education. London.) **On Shared Drive**
- Beeden, A. (2015). 'The Sociology Book'. (DK publishing. London.) **On Shared Drive**
- Venkatesh, S. (2009). 'Gang Leader for a Day'. (Penguin Press. London.) **On Shared Drive / LRC**

<https://www.ocr.org.uk/qualifications/as-and-a-level/sociology-h180-h580-from-2015/> - OCR Website

<https://revisesociology.com/> - A useful revision website that covers most topics studied at OCR.

Research Methods:

Research methods will be embedded throughout the course with a particular focus at the end of Year 12 and beginning of Year 13 by reading the work of Sudhir Venkatesh and attempting Methods in Context questions.

Year 12 – September - October

	Topic Area(s)	Assessment Objectives	Learning Objectives	RP Opportunities	Out of Lesson Assignments	Pre-Learning Reading	Independent Learning
Week 1	<p>Culture, Norms and Values (including types of culture).</p> <p>Socialisation and societal institutions. (Nature / Nurture debate)</p>	AO1/2/3	<p>To understand the concepts of primary and secondary socialisation, including the role of societal institutions in the process.</p> <p>To outline the nature and nurture debate from a sociological perspective, including examples of feral children.</p>		Create a timeline that demonstrates how an individual's socialisation changes throughout a person's life. Include some of the societal institutions involved.	Chapman, S. (2016). <i>'OCR Sociology: Revision Guide'</i> pages 10 - 29	<p>Read Brown, K. (2020) – pages 46 – 51.</p> <p>Question: Explain the concept of values, use examples to demonstrate your understanding. [6 marks]</p>
Week 2	<p>Social control: formal and informal controls including sanctions.</p> <p>Identity and Ethnicity</p>	AO1/2/3	<p>To explain the difference between formal and informal social control providing examples.</p> <p>To understand what is meant by the term ethnicity and how this can significantly affect a person's identity.</p>	<p>Primary socialisation</p> <p>Secondary socialisation</p> <p>Societal institutions</p>	Create a glossary of key terms that relate to socialisation, culture and societal institutions.	<p>Roberts, K. et al. (2015). <i>'OCR A Level Sociology book 1'</i>. (Hodder Education. London). Pages 8 - 16</p> <p>Chapman, S. (2016). <i>'OCR Sociology: Revision Guide'</i> pages 30 - 35</p>	Research the work by Nayak (2003) and the key term 'white-wannabes' to explain how the process of socialisation can result in cultural hybridity.
Week 3	<p>Identity and Nationality</p> <p>To introduce the concept of social class.</p>	AO1/2/3	<p>To outline the concept of national identity and factors that increase or decrease a sense of national identity such as a sporting event or referendum.</p> <p>To explain what is meant by social class and how social class is measured.</p>	<p>High culture</p> <p>Pop culture</p> <p>Norms</p> <p>Values</p>	Outline and briefly evaluate the view that ethnic identities are now hybridised. [20]	Chapman, S. (2016). <i>'OCR Sociology: Revision Guide'</i> pages 35 - 39	Explain how national events, such as a Royal Wedding or national sporting event may affect national identity.

Week 4	<p>Identity and Social Class</p> <p>Identity and Gender - Femininity and masculinity</p>	AO1/2/3	<p>To understand how a person's social class can influence their identity.</p> <p>To understand how traditional gender identity is socially constructed.</p>	<p>Socialisation and agencies of social controls</p> <p>Nature Nurture</p>	<p>Watch the BBC experiment 'No More Boys and Girls: Gender Free.</p>	<p>Giddens, A. and Sutton, PW. (2013). <i>'Sociology 7th Ed'</i>. (Polity Press. Cambridge.) Pages 621 – 670 (shared drive PDF).</p> <p>Chapman, S. (2016). <i>'OCR Sociology: Revision Guide'</i> pages 35 - 41</p>	<p>Analyse a series of television adverts and consider how the media may influence gender identity.</p> <p>Assess the impact that social media has on gender identity creation in a modern society.</p>
Week 5	Identity and Gender	AO1/2/3	<p>To consider the changing gender identities for males and females and the rise of non-binary identities.</p> <p><i>Rise of the Ladettes (Jackson)</i> <i>Crisis of Masculinity (Mac an Ghail)</i></p>	<p>Socialisation and agencies of social control (informal)</p>	<p>Outline and briefly evaluate the view that traditional femininity is rapidly declining as a type of identity. [20]</p>	<p>Chapman, S. (2016). <i>'OCR Sociology: Revision Guide'</i> pages 35 - 41</p>	<p>Question: Explain, using examples, the concept of high culture. [6]</p>
Week 6	<p>Identity and Sexuality</p> <p>Identity and Disability</p>	AO1/2/3	<p>To understand how a person's sexuality can influence their identity.</p> <p>To understand how disability is a social construction.</p>	<p>Socialisation and agencies of social control (informal)</p>	<p>Outline and briefly evaluate the view that individuals with disabilities find it very difficult to create a positive disabled identity. [12]</p>	<p>Giddens, A. and Sutton, PW. (2013). <i>'Sociology 7th Ed'</i>. (Polity Press. Cambridge.) Pages 621 – 670 (shared drive PDF).</p> <p>Chapman, S. (2016). <i>'OCR Sociology: Revision Guide'</i> pages 35 - 51</p>	<p>'Homosexuality has become normalised in a contemporary UK society'. To what extent do you agree?</p> <p>Watch the documentary 'Disability and Me' by Alex Brooker (BBC iPlayer)</p>

Week 7	Identity and Age	AO1/2/3	<p>To understand how a person's age can influence their identity.</p> <p>To understand the development and creation of youth culture.</p>	Socialisation and agencies of social control (informal)	Outline and briefly evaluate the view that age identities are rapidly changing. [20]	<p>Giddens, A. and Sutton, PW. (2013). <i>'Sociology 7th Ed'</i>. (Polity Press. Cambridge.) Pages 348 - 358</p> <p>Chapman, S. (2016). <i>'OCR Sociology: Revision Guide'</i> pages 44 - 47</p>	Create a timeline of factors that will influence a person's identity throughout their life course.
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Year 12 – November - December

	Topic Area(s)	Assessment Objectives Met	Learning Objectives	Flashback RP Opportunities	Out of Lesson Assignments	Pre-Learning Reading	Independent Learning
Week 1	<p>The diversity of family and household types in the contemporary UK:</p> <ul style="list-style-type: none"> nuclear families extended families lone parent families reconstituted families same-sex families non-family households 	AO1 AO2 AO3	To outline the changing family patterns in the UK and how the changes are linked to industrialisation, changes in the law and immigration.	Parson's views of the family (instrumental and expressive roles).	Create a timeline of the most common family types in the UK over the past 150 years. Include a brief description of the reasons for the change.	<p>Chapman, S. (2016). <i>'OCR Sociology: Revision Guide'</i>. Pg 55 – 60</p> <p>Browne, K. (2020). <i>'An Introduction to Sociology'</i>. (pages 230 – 376)</p>	Find cultural variations in common family types across the world, including polygynous and polyandry.
Week 2	<p>Outline the aspects of and reasons for family and household diversity in the contemporary UK, including: trends in marriage, divorce and cohabitation, demographic changes:</p> <ul style="list-style-type: none"> birth-rate family size age at marriage age of child-bearing ageing population 	AO1 AO2 AO3	<p>Explain how the birth-rate is related to the declining infant mortality rate and increasing knowledge of health and hygiene.</p> <p>Explain why people are getting married at an older age.</p> <p>Explain how an ageing population is linked to increasing numbers of extended families and the consequences for the dependency ratio.</p>	Quantitative data Qualitative data Demographics	Research the changes in marriage and divorce and explain the reasons behind the changes, including secularisation, the cost of a wedding and fear of divorce.	<p>Chapman, S. (2016). <i>'OCR Sociology: Revision Guide'</i>. Pg 60 – 81</p> <p>Browne, K. (2020). <i>'An Introduction to Sociology'</i>. (pages 230 – 376)</p>	<p>Research and create a hierarchy of reasons why the infant mortality rate has dropped significantly in the past 100 years.</p> <p><i>Extension: Look at the IMR differences between ethnic groups in the UK and explain the possible reasons for the difference.</i></p>

Week 3	<p>Outline the trends and patterns of family diversity in the context of social class.</p> <p>Outline the trends and patterns of family diversity in the context of ethnicity.</p>	AO1 AO2 AO3	<p>To explain the differences in family structure and roles in relation to social class.</p> <p>To recognise that family type may influence social class rather than social class influence family type.</p> <p>To understand how financial challenges may impact on family life.</p> <p>To understand how cultural tradition may impact on the roles and structures within the family unit.</p>	Social Class Identity Social Mobility Nuclear Family Lone-parent Family Extended Family Cultural Hybridity	<p>Watch the TV series titled 'Benefits Street' and consider the family structures on James Turner St. Consider the potential reasons for the family structures you identify.</p> <p>https://www.youtube.com/watch?v=GvKfcqpiEHw</p>	<p>Chapman, S. (2016). 'OCR Sociology: Revision Guide'. Pg 60 – 81</p> <p>Browne, K. (2020). 'An Introduction to Sociology'. (pages 230 – 376)</p> <p>Bhatti (1999) – handout provided in class / Class Charts</p>	<p>Conduct your own survey of Sixth Form students to identify their ethnicity and family structure. See if you can identify any patterns or trends that match the sociological findings.</p>
Week 4	<p>Outline the trends and patterns of family diversity in the context of sexuality.</p>	AO1 AO2 AO3	<p>Outline the rates of marriage and civil partnership between same-sex and heterosexual couples.</p> <p>Consider how Roseneil believes that heteronorm is being challenged by changing views of intimate relationships.</p>	Sexual Identity	<p>Conduct your own research onto the TV show Friends and analyse how relationships in the TV sitcom fit with the theory of Prof. Roseneil. Explain your findings in a short written report.</p>	<p>Chapman, S. (2016). 'OCR Sociology: Revision Guide'. Pg 60 – 81</p> <p>Browne, K. (2020). 'An Introduction to Sociology'. (pages 230 – 376)</p>	<p>Create a detailed essay plan for the following question: Explain and briefly evaluate the link between sexuality and family diversity. [16]</p>

Week 5	<p>To introduce functionalism and consensus theory.</p> <p>The ideology of the nuclear family and the theoretical debates about the role and desirability of the nuclear family in contemporary society:</p> <ul style="list-style-type: none"> • functionalism • New Right 	AO1 AO2 AO3	<p>Explain why functionalists believe that the nuclear family is the most functional family type following the industrial revolution.</p> <p>Challenge the functionalist view about the family types in a post-industrial society.</p> <p>To explain why the New Right believe that single parent families can be detrimental to society.</p>	<p>Instrumental and Expressive roles</p> <p>Socialisation: Primary and Secondary</p> <p>Nature/Nurture</p>	<p>Outline and briefly evaluate the views of Talcott Parsons and the reasons why he believes that the nuclear family is most functional. (12 marks)</p>	<p>Sociological Theories booklet pages 1 – 5</p>	<p>Read - Beeden, A. (2015). <i>'The Sociology Book'</i>. (DK publishing. London.) Pages 56-64</p> <p>Create a political poster from a New Right perspective that encourages people to adopt the nuclear family and the dangers of other family units.</p>
Week 6	<p>To introduce Marxism and conflict theory.</p> <p>The ideology of the nuclear family and the theoretical debates about the role and desirability of the nuclear family in contemporary society:</p> <ul style="list-style-type: none"> • Marxism 	AO1 AO2 AO3	<p>Explain why Marxists believe that the nuclear family is the most beneficial family unit for capitalism.</p>	<p>Instrumental and Expressive roles</p> <p>Socialisation: Primary and Secondary</p> <p>Nature/Nurture</p>	<p>Create a venn diagram that compares and contrasts the conflict views of the family (Marxist and Functionalism).</p>	<p>Chapman, S. (2016). <i>'OCR Sociology: Revision Guide'</i>. Pg 86 – 90 / 96 – 102</p> <p>Browne, K. (2020). <i>'An Introduction to Sociology'</i>. (pages 230 – 376)</p>	<p>Research the rates of domestic violence incidents and explain how radical feminists would explain the data.</p> <p><i>Extension: Research the concept of the 'dark figure of crime' and explain how it might invalidate the data on domestic violence.</i></p>

Week 7	<p>The ideology of the nuclear family and the theoretical debates about the role and desirability of the nuclear family in contemporary society:</p> <ul style="list-style-type: none"> feminism (Radical & Marxist) 	AO1 AO2 AO3	To outline and evaluate the feminist views of the family, including radical feminist.	<p>Instrumental and Expressive roles</p> <p>Socialisation: Primary and Secondary</p> <p>Nature/Nurture</p>	Create a venn diagram that compares and contrasts the conflict views of the family (Marxist and Radical feminist).	<p>Chapman, S. (2016). <i>'OCR Sociology: Revision Guide'</i>. Pg 86 – 90 / 96 – 102</p> <p>Browne, K. (2020). <i>'An Introduction to Sociology'</i>. (pages 230 – 376)</p>	<p>Research the rates of domestic violence incidents and explain how radical feminists would explain the data.</p> <p><i>Extension: Research the concept of the 'dark figure of crime' and explain how it might invalidate the data on domestic violence.</i></p>
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Year 12 - January - February

	Topic Area(s)	Assessment Objectives Met	Learning Objectives	Flashback RP Opportunities	Out of Lesson Assignments	Pre-Learning Reading	Independent Learning
Week 1	The changing roles and relationships in the family. Couples / Parents	AO1 AO2 AO3	To consider the changing nature of the domestic division of labour and how symmetrical families are becoming more common. To challenge the research validity that suggests the domestic division of labour is becoming more egalitarian.	Triple Work Shift Symmetrical Family	Conduct your own replication of the research by Park to discover if it appears as though more couples are sharing the domestic duties in the family.	Chapman, S. (2016). <i>'OCR Sociology: Revision Guide'</i> . Pg 103 – 112 Browne, K. (2020). <i>'An Introduction to Sociology'</i> . (pages 230 – 376)	Create a revision table of arguments that outlines the research and findings that suggest the division of labour is and is not becoming more egalitarian.
Week 2	To understand why some sociologists describe Britain as a child-centred society.	AO1 AO2 AO3	To reassess the views of age as a social construction (linked to childhood). To outline key evidence that suggests that childhood is improving and Britain is now child-centred.	Age as a social construct Age patriarchy (Gittens)	Find specific legislation that is designed to safeguard and protect children. Outline and explain how the laws are used to protect children.	Chapman, S. (2016). <i>'OCR Sociology: Revision Guide'</i> . Pg 103 – 112 Browne, K. (2020). <i>'An Introduction to Sociology'</i> . (pages 230 – 376)	Research the concept of a toxic childhood (Palmer) and explain what it means. Provide evidence that may support the view.
Week 3	To explain the sociological views that childhood has become worse and that parents are too controlling over their children.	AO1 AO2 AO3	To outline the work of Frank Furedi and explain his notion of parental paranoia (and moral panics). To explain the concept of age patriarchy providing examples to support.	Patriarchy Moral Panics Labelling	Find one example of a recent news paper article or news report that may be used to support Furedi's theory of parental paranoia.	Chapman, S. (2016). <i>'OCR Sociology: Revision Guide'</i> . Pg 103 – 112 Browne, K. (2020). <i>'An Introduction to Sociology'</i> . (pages 230 – 376)	Create a mind-map on A3 paper that outlines the conflicting view surrounding whether childhood has improved or not.

Week 4	<p>Social Class Inequalities – The measurement of social class (Bourdieu).</p> <p>The patterns of social inequalities relating to social class and education.</p>	AO1/2/3	<p>To understand that the measurement of social class is not purely related to employment, income, and wealth.</p> <p>To explain reasons why working class children may be disadvantaged in the educational system.</p>	<p>Positivism: Quantitative data Social Facts Reliability</p>	Calculate the hidden costs of schooling for a student at the Holy Family.	<p>Brown, K. (2020). <i>'An Introduction to Sociology 5th Edition'</i>. – Pages 449 - 464</p>	Create a mind map of all the factors that could result in a child from a working class family struggling at school compared to a child from a middle class family.
Week 5	The patterns of social inequality relating to employment, social mobility and health.	AO1/2/3	To understand how individuals from the working class have reduced life chances and are more likely to suffer from morbidity.	Educational failure of the working class.	Research the key terms 'postcode lottery' and 'inverse care law'. Explain how these concepts relate to social class inequalities in health.	<p>Brown, K. (2020). <i>'An Introduction to Sociology 5th Edition'</i>. – Pages 700 - 714</p>	Write a newspaper article that explains why social mobility is a relative concept. Include factors that reduce the working classes chances of upward social mobility.
Week 6	The sociological explanations of social class inequalities: consensus theory (functionalism and New Right).	AO1/2/3	<p>To explain the theory of Davis & Moore and how social inequalities may be beneficial for society.</p> <p>To explain Charles Murray's views of the underclass and welfare state.</p>	<p>Functionalist theory: Consensus, collective conscience, value consensus, meritocracy, Parson's AGIL system.</p>	Write a paragraph that explains the limitations and weaknesses of functionalist views of social inequalities.	<p>Brown, K. (2020). <i>'An Introduction to Sociology 5th Edition'</i>. Pages 663 – 664`</p>	Find a news paper article from a right-wing newspaper (Daily Mail, Daily Express) that supports Murray's views of the underclass and social inequalities.

Year 12 - March - April

	Topic Area(s)	Assessment Objectives Met	Learning Objectives	Flashback RP Opportunities	Out of Lesson Assignments	Pre-Learning Reading	Independent Learning
Week 1	To explain the Marxist views of social class inequalities and how to tackle the inequalities.	AO1/2/3	To explain the views of Marx and how the capitalist system causes and maintains social class inequalities for the benefit of the bourgeoisie.	Marxist theory: Conflict, the economic superstructure, the benefits of inequality for the purpose of alienation.	Create a poster that raises awareness of class exploitation amongst the proletariat.	Brown, K. (2020). <i>'An Introduction to Sociology 5th Edition'</i> . Pages 664 - 673	Create a series of flashcards for the Marxist key terminology and how each key term relates to the explanations of social class inequalities.
Week 2	Social Action Theory (Weber) and social class inequalities.	AO1/2/3	To be able to explain how the working classes' market situation determines the inequalities they experience, and what they could do to reduce the inequalities.	Social Action Theory: level of cause and level of meaning, status, social class, parties.	Contrast Weber's views to Marxist views of social class inequalities.	Brown, K. (2020). <i>'An Introduction to Sociology 5th Edition'</i> . – Pages 674 - 678	Use an A3 piece of paper to outline the three sociological perspectives covered so-far and their views of social class inequalities.
Week 3	Consolidation of the sociological views of social class inequalities.	AO1/2/3	To practice using the data relating to social class inequalities and life chances to support or challenge each sociological perspective.	Functionalism, New Right, Social Action, Marxism, Postmodernism.	40 mark essay: Discuss sociological explanations of social class inequalities found in contemporary British society.	Chapman, S. (2016). <i>'OCR Sociology: Revision Guide'</i> . Pages 206 – 242.	Use the Cornell notetaking system to create model answers and revision essays for the key essay questions.

Week 4	Gender inequalities and life chances. (Health, Employment and Education)	AO1/2/3	To understand some of the patterns relating to gender inequalities found in British society. Education, Employment and Health.	Quantitative and qualitative data. Official statistics.	Analyse the statistics regarding life expectancy and morbidity rates and place onto a line-graph for each gender.	Chapman, S. (2016). <i>'OCR Sociology: Revision Guide'</i> . Pages 243 - 252	Create a glossary of key terms that describe some of the gender inequalities, include: Glass Ceiling Horizontal segregation Vertical segregation Domestic Division of Labour
Week 5	Functionalist theories of gender inequalities. Parson's Human Capital theory	AO1/2/3	To be able to outline and criticise functionalist explanations of gender inequalities – including Human Capital Theory.	Functionalist Theory – biological analogy / instrumental and expressive roles.	Research the latest advice for new/expectant mothers and their legal rights in relation to maternity leave. Consider how this advice fits with functionalist theory.	Chapman, S. (2016). <i>'OCR Sociology: Revision Guide'</i> . Pages 253 – 255	Read Brown, K. (2020). <i>'An Introduction to Sociology 5th Edition'</i> . – Pages 715 – 745 and create a mind map of the gender inequalities found in Britain.
Week 6	Functionalist theories of gender inequalities. Parson's Human Capital theory	AO1/2/3	To be able to outline and criticise functionalist explanations of gender inequalities – including Human Capital Theory.	Functionalist Theory – biological analogy / instrumental and expressive roles.	Research the latest advice for new/expectant mothers and their legal rights in relation to maternity leave. Consider how this advice fits with functionalist theory.	Chapman, S. (2016). <i>'OCR Sociology: Revision Guide'</i> . Pages 253 – 255	Read Brown, K. (2020). <i>'An Introduction to Sociology 5th Edition'</i> . – Pages 715 – 745 and create a mind map of the gender inequalities found in Britain.

Week 7	<p>Hakim's preference theory.</p> <p>Liberal feminist theory (Sue Sharpe).</p>	AO1/2/3	<p>To understand Hakim's preference theory and the concept of Home Centred / Work Centred / Adaptive mothers.</p> <p>To understand the changing view of teenage girls towards employment and independence.</p>	Oakley's theory of gender role socialisation.	<p>Read Brown, K. (2020). 'An Introduction to Sociology 5th Edition'. – Pages 78 – 80. Recap Oakley's theory of gender role development and explain how this relates to STEM participation at A level.</p>	<p>Chapman, S. (2016). 'OCR Sociology: Revision Guide'. Pages 253 – 255</p>	<p>Read HakimFinal (catherinehakim.org) (also on the Shared Drive).</p>
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Year 12 - April - May

Week 1	<p>Liberal feminist – Research opportunity (questionnaires – replicate Sue Sharpe's study using a questionnaire)</p>	AO1/2/3	<p>To understand how to create a questionnaire including the difference between open and closed questions.</p> <p>To compare the results from your questionnaire to the findings of Sue Sharpe to assess reliability.</p>	<p>Quantitative and qualitative data. Liberal feminist theory and the March of Progress.</p>	<p>Create a list of advantages and disadvantages of using questionnaires in research. Research the concept of social desirability bias.</p>	<p>Read Brown, K. (2020). 'An Introduction to Sociology 5th Edition'. – Pages 192 - 202</p>	<p>Chapman, S. (2016). 'OCR Sociology: Revision Guide'. Pages 182 - 183</p>
Week 2	<p>Marxist-feminist explanations of gender inequalities.</p> <p>Radical-feminist explanations of gender inequalities.</p>	AO1/2/3	<p>To understand how Marxist-feminists and Radical-feminists explain gender inequalities in employment. <i>Conflict theory</i></p>	<p>Reserve Division of Labour Safe-Haven (Zaretsky) Alienation</p> <p>Triple-work shift Domestic violence</p>	<p>Outline and evaluate the Marxist-feminist view of gender inequalities. (20 marks)</p>	<p>Chapman, S. (2016). 'OCR Sociology: Revision Guide'. Pages 261 - 266</p>	<p>Research Costa and James' analysis of the benefits of unpaid domestic duties for the economy and productivity.</p>

Week 3	<p>Intersectional feminism (Walby)</p> <p>New Right – Schlafly’s views on feminism.</p>	AO1/2/3	<p>To consider how Walby combines the branches of feminism to explain gender inequalities.</p> <p>To outline the views of Schlafly and how she criticises feminist movements. (AO3 only)</p>	New Right theory (theory booklet)	Create a mind map that outlines the theory of Walby and how she combines branches of feminism to create a single theory.	Read Brown, K. (2020). ‘ <i>An Introduction to Sociology 5th Edition</i> ’. – Pages 131 - 133	Sylvia Walby’s Six Structures of Patriarchy – ReviseSociology
Week 4	Social Action Theory (Weber) and the explanations of gender inequalities.	AO1/2/3	To understand the research by Barron & Norris and how they apply Weberian theory to explain gender inequalities.	Weberian theory (including his methods). Horizontal and vertical segregation.	Find examples of occupations or industries (like the airline industry or teaching) and analyse the employment statistics. Do they support Barron and Norris’ theory?	Chapman, S. (2016). ‘ <i>OCR Sociology: Revision Guide</i> ’. Pages 256 - 257	Complete the Activity box on page 745 in Brown, K. (2020). ‘ <i>An Introduction to Sociology 5th Edition</i> ’
Week 5	Postmodernist views on gender and gender inequality. (<i>Including fourth-wave feminism</i>)	AO1/2/3	To understand how postmodernists would explain the changing nature of gender inequality.	Postmodernist theory: fragmentation, meta-narratives, hyper-reality.	Complete the ‘Now Test Yourself’ section of the textbook on page 267 – 268 (Chapman, S. (2016). ‘ <i>OCR Sociology: Revision Guide</i> ’.)	Chapman, S. (2016). ‘ <i>OCR Sociology: Revision Guide</i> ’. Pages 35 - 37	Create a series of flash cards for each sociological theory that explains gender inequalities.

Year 12 – June - July

	Topic Area(s)	Assessment Objectives Met	Learning Objectives	Flashback RP Opportunities	Out of Lesson Assignments	Pre-Learning Reading	Independent Learning
Week 1	Ethnicity and Life Chances in Health, Education, Employment and Social Mobility.	AO1/2/3	To understand the patterns of ethnicity and social inequalities found in a contemporary UK. This must include the inter-ethnic differences and intra-ethnic differences.	Quantitative data Qualitative data Social Class Inequalities Social Mobility Goldthorpe 1:2:4 Relative Poverty Morbidity Inverse Care Law	Outline and briefly evaluate how ethnicity can affect an individual's chances of securing a well-paid and secure job. [20]	Read the Racial Disparity Audit (2017) – Shared Drive Chapman, S. (2016). <i>'OCR Sociology: Revision Guide'</i> . pg 269-275	Research up-to-date statistics regarding ethnicity and the criminal justice system (prison population, stop and search, custodial sentences).
Week 2	Functionalist explanations of ethnic inequalities found in the UK. The New Right and their views of ethnic inequalities found in the UK.	AO1/2/3	To outline and evaluate the Host-Immigration Model to explain ethnic inequalities. To outline and evaluate the views of Sewell and the New Right.	Functionalist Theory New Right Theory	Complete the cloze activity for Functionalist explanations of ethnic inequalities.	Chapman, S. (2016). <i>'OCR Sociology: Revision Guide'</i> . pg 277 – 279 Chapman, S. (2016). <i>'OCR Sociology: Revision Guide'</i> . pg 287 - 289	Research the process of immigrants gaining citizenship in the UK and explain how it relates to functionalist theory.
Week 3	Marxist explanations of racism and ethnic inequalities.	AO1/2/3	To understand the development of racism from a Marxist perspective (Cox) and the benefits of immigration to a global economy (Castles and Kosack).	Marxist Theory	Find examples of colonial propaganda and stories that support the views of Cox surrounding the development of racism.	Chapman, S. (2016). <i>'OCR Sociology: Revision Guide'</i> . pg 280 - 283	Read the information from Haralambos relating to race theory (Shared Drive) Read Angela Saini's book 'Superior – The Return of Race Science' (LRC and Shared Drive).

Week 4	Social Action (Weberian) explanations of ethnic inequalities found in the UK.	AO1/2/3	To understand how Weber's theory of social stratification could be used to explain ethnic inequalities in the UK. To apply Barron and Norris' concept of Dual-Labour markets to ethnicity and employment.	Weberian Theory Dual-Labour Market Theory	Compare and contrast Marxist and Weberian explanations of ethnic inequalities found in the UK.	Chapman, S. (2016). <i>'OCR Sociology: Revision Guide'</i> . pg 284 - 286	Research the number of MP's from ethnic minority backgrounds and correlate the data with ethnic inequalities and apply to Weberian theory.
Week 5	Black feminist views of female ethnic inequalities. The life-course analysis of inequalities.	AO1/2/3	To understand the views of Mizra surrounding intra-ethnic differences facing women. To understand the life course and the inequalities that people may face at different stages of their lives.	V.Dodd (2012) Fanon White Mask Intersectional Feminism	Write a newspaper article to outline the increasing inequalities that women from ethnic minority face in the UK.	Chapman, S. (2016). <i>'OCR Sociology: Revision Guide'</i> . pg 287 Chapman, S. (2016). <i>'OCR Sociology: Revision Guide'</i> . Pg 293-297	Conduct your own research by interviewing or sending out a questionnaire to female Sixth Formers from different ethnicity to identify any differences in their experiences of patriarchy and inequalities.
Week 6	Age and employment inequalities. Functionalist explanations of age inequalities, including Disengagement Theory and youth transition to adulthood.	AO1/2/3	To assess the employment inequalities facing youth and older workers. To outline and evaluate consensus views of age inequalities.	Quantitative data Qualitative data Functionalist Theory Parsons AGIL system	Research the laws and legislation regarding minimum wage laws and age.	Chapman, S. (2016). <i>'OCR Sociology: Revision Guide'</i> . Pg 299 - 301	Research the number of age discrimination cases that have been heard by employment tribunals in the past five years.

Week 7	Marxist explanations of age inequalities.	AO1/2/3	To outline and evaluate Marxist explanations of age inequalities including a reserve division of labour and productivity.	Marxist Theory	Research the number of grandparents who provide free childcare in the UK and consider the links to Marxist theory.	Chapman, S. (2016). <i>'OCR Sociology: Revision Guide'</i> . Pg 301 - 302	Write a short answer to evaluate the usefulness of Marxist theory when understanding contemporary patterns of age inequalities found in a contemporary UK.
Week 8	Explaining age inequalities from a social action perspective and consider interactionist explanations.	AO1/2/3	To outline and evaluate Turner's Exchange Theory (Social Action) in relation to age inequalities. To explain the potential cause of age inequalities from an interactionist perspective and outline the concept of a moral panic.	Social Action Theory Market Situation Age Identity Social Controls (Formal and Informal) Micro interactions	Find your own example of a moral panic and explain the stages of the moral panic for your chosen example.	Chapman, S. (2016). <i>'OCR Sociology: Revision Guide'</i> . Pg 303 – 305	Create a triple venn diagram to outline the three perspectives of age inequalities covered so far (Marxism, Functionalism, Feminism).

Year 12 will finish with two mock exams covering all topics covered in Year 12.

Year 13 – September - October

	Topic Area(s)	Assessment Objectives Met	Learning Objectives	Flashback RP Opportunities	Out of Lesson Assignments	Pre-Learning Reading	Independent Learning
1	Year 13 Refresh and Review Week		<p>To recap the four key concepts:</p> <p>Sociological approaches - positivism and interactionism.</p> <p>Sociological perspectives - consensus and conflict theories.</p> <p>The family - family diversity and theory.</p>	Year 12 topics		Notes from Year 12.	Start to follow the revision plan provided by Mr Riley.
2	<p>Age and employment inequalities.</p> <p>Functionalist explanations of age inequalities, including Disengagement Theory and youth transition to adulthood.</p>	AO1/2/3	<p>To assess the employment inequalities facing youth and older workers.</p> <p>To outline and evaluate consensus views of age inequalities.</p>	<p>Quantitative data</p> <p>Qualitative data</p> <p>Functionalist Theory</p> <p>Parsons AGIL system</p>	Research the laws and legislation regarding minimum wage laws and age.	Chapman, S. (2016). <i>'OCR Sociology: Revision Guide'</i> . Pg 299 - 301	Research the number of age discrimination cases that have been heard by employment tribunals in the past five years.
3	Marxist explanations of age inequalities.	AO1/2/3	To outline and evaluate Marxist explanations of age inequalities including a reserve division of labour and productivity.	Marxist Theory	Research the number of grandparents who provide free childcare in the UK and consider the links to Marxist theory.	Chapman, S. (2016). <i>'OCR Sociology: Revision Guide'</i> . Pg 301 - 302	Write a short answer to evaluate the usefulness of Marxist theory when understanding contemporary patterns of age inequalities found in a contemporary UK.

	Explaining age inequalities from a social action perspective and consider interactionist explanations.	AO1/2/3	To outline and evaluate Turner's Exchange Theory (Social Action) in relation to age inequalities. To explain the potential cause of age inequalities from an interactionist perspective and outline the concept of a moral panic.	Social Action Theory Market Situation Age Identity Social Controls (Formal and Informal) Micro interactions	Find your own example of a moral panic and explain the stages of the moral panic for your chosen example.	Chapman, S. (2016). <i>'OCR Sociology: Revision Guide'</i> . Pg 303 – 305	Create a triple venn diagram to outline the three perspectives of age inequalities covered so far (Marxism, Functionalism, Feminism).
Week 4	Methods in context	AO1/2/3	To recap the use of questionnaires and interviews for the purpose of sociological research. To practice and develop the technique of answering the methods in context questions.	Positivism Quantitative data Qualitative data Open question Closed question Representativeness Ethics	Create a how to guide for using questionnaires for the purpose of sociological research.	Read Brown, K. (2020). <i>'An Introduction to Sociology 5th Edition'</i> . – Pages 192 - 202	Assess the usefulness of using a questionnaire to investigate community cohesion in the town of Oldham.
Week 5	The social construction of deviance. The methods of measuring crime: official statistics / victim surveys / self-report studies.	AO1/2/3	To understand what is meant by deviance and the links to formal and informal social control. To explain how crime is measured using the three methods, including the strengths and limitations of each.	Positivism Quantitative data Qualitative data Open question Closed question Representativeness Ethics	In what ways can crime and deviance be described as 'relative'? [10]	Chapman, S. (2016). <i>'OCR Sociology: Revision Guide'</i> . Pg 344 - 357 Read Brown, K. (2020). <i>'An Introduction to Sociology 5th Edition'</i> . – Pages 514 - 532	Use the Office for National Statistics website to find out the current prison population and trends since 2000.

Week 6	Patterns of offending and victimisation.	AO1/2/3	To understand the patterns of offending and victimisation in relation to social class, age, ethnicity and gender.	Positivism Quantitative data Qualitative data Open question Closed question Representativeness Ethics	In what ways are crimes committed by the middle classes different from all other forms of crime? [10]	Chapman, S. (2016). <i>'OCR Sociology: Revision Guide'</i> . Pg 358 - 364	Watch the Tutor2U video that outlines the patterns of offending.
Week 7	Functionalism and crime	AO1/2/3	To assess the functionalist explanations of offending. Durkheim's typology of crime and anomie. Merton's Strain Theory	Functionalism Positivism Social control	Complete the functionalist theory pages relating to crime in your theories booklet.	Chapman, S. (2016). <i>'OCR Sociology: Revision Guide'</i> . Pg 370 - 375 Read Brown, K. (2020). <i>'An Introduction to Sociology 5th Edition'</i> . – Pages 542 - 548	Find one example of a local crime that has been committed and explain why the crime has been committed from a functionalist perspective.
Week 8	Subcultural strain theory as an explanation of group crime. Edgework as an explanation of deviant subcultures.	AO1/2/3	To explain how deviant subcultures are formed and maintained and how this may result in the development of criminal gangs. A Cohen - Subcultural Strain Cloward and Ohlin - 3 subcultures Lyng - Edgework	Merton's Strain Theory Interactionism Social Construction Norms and Values	Assess the sociological explanations of group deviance. [40]	Read the handout on the shared drive that outlines Cohen's theory of deviant subcultures. Chapman, S. (2016). <i>'OCR Sociology: Revision Guide'</i> . Pg 393 - 397	Create Cornell revision notes on the subcultural explanations of crime and deviance model answer.

Week 9	Marxist explanations of crime and the growing concerns of global crime.	AO1/2/3	To understand the role of the CJS and causes of crime in a capitalist society. Marx - criminogenic Gordon - capitalism and crime Snider - selective law enforcement	Marxist theory Social class and patterns of offending Formal social control Alienation	Complete the Marxist theory pages relating to crime in your theories booklet.	Chapman, S. (2016). <i>'OCR Sociology: Revision Guide'</i> . Pg 376 - 380	Research examples of corporate crime and the punishments and compare to examples of blue-collar crime and the corresponding punishments.
Week 10	Neo-Marxism and Critical Criminology	AO1/2/3	To outline the neo-Marxist explanations of crime and deviance and how this is different from traditional Marxism.	Marxist theory Social class and patterns of offending Formal social control Alienation Interactionism	Read about the life and work of Antonio Gramsci - Beeden, A. (2015). <i>'The Sociology Book'</i> . - Pages 374 - 378	Chapman, S. (2016). <i>'OCR Sociology: Revision Guide'</i> . Pg 381 - 383 Read Brown, K. (2020). <i>'An Introduction to Sociology 5th Edition'</i> . – Pages 554 - 557	Research the work of Stuart Hall and his book 'Policing the Crisis'.

Year 13 – November - December

	Topic Area(s)	Assessment Objectives Met	Learning Objectives	Flashback RP Opportunities	Out of Lesson Assignments	Pre-Learning Reading	Independent Learning
Week 1	Interactionist explanations of crime. Understanding the explanations surrounding ethnicity and patterns of offending.	AO1/2/3	To understand the interactionist explanations of crime and deviance, including: Primary/Secondary deviance (Lemert), Becker's labelling theory and Jock Young's Notting Hill study.	Edgework (Lyng) Amplification Spiral Labelling Self-fulfilling Prophecy Moral Panics	Create a revision mind-map that outlines the various interactionist explanations of crime and deviance and their historical developments.	Read Brown, K. (2020). <i>'An Introduction to Sociology 5th Edition'</i> . – Pages 534 - 539	Create a report that explains how the news may increase crime and deviance. Try to find examples of media reports and use crime statistics to support your line of argument.

Week 2	<p>Explaining patterns of female crime.</p> <p>Feminist explanations of male/female crime statistics.</p>	AO1/2/3	<p>To understand the sociological explanations of why men appear to commit more crime than females.</p> <p>(Chivalry Thesis, Liberation Thesis, Gender Deals, Patriarchal Control)</p>	<p>McRobbie: Bedroom Culture Patriarchy Liberal Feminism Radical Feminism Jackson: Ladettes Malestream bias</p>	<p>Find an example of a crime committed by a female that supports the Chivalry thesis and one crime that supports Carlen's gender deals theory.</p>	<p>Chapman, S. (2016). <i>'OCR Sociology: Revision Guide'</i>. Pg 398 - 402</p>	<p>Create a revision mind map on the topic of gender patterns in crime. Include the feminist theories that explain the lower levels of female offending.</p>
Week 3	<p>Explaining increasing male crime.</p> <p>Outline the postmodernist views that explain the links of changing masculinity to increasing male crime.</p>	AO1/2/3	<p>To outline the postmodernist views that explain the links of changing masculinity to increasing male crime.</p> <p>Winlow: Bad Fellas</p>	<p>Masculine identity Postmodern Theory Mac an Ghail: 3 F's</p>	<p>Watch the video on Winlow's Bad Fellas by Tutor2u.</p>	<p>Chapman, S. (2016). <i>'OCR Sociology: Revision Guide'</i>. Pg 398 - 402</p>	<p>Complete your revision mind map on the topic of gender patterns in crime. Add the postmodern explanations of male crime.</p>
Week 4	<p>Right Realism and right-wing policies for tackling crime.</p>	AO1/2/3	<p>To understand the development of Right Realism and the policies of tackling crime from a right-wing perspective.</p>	<p>Charles Murray - Rise of the Underclass</p>	<p>Find some recent increasing crime rates and create a newspaper article from a right realist perspective that suggests methods of tackling the problem.</p>	<p>Chapman, S. (2016). <i>'OCR Sociology: Revision Guide'</i>. Pg 387 - 392</p>	<p>Create a venn-diagram that outlines the views of Right Realism. (This will be completed next week with left realism)</p>
Week 5	<p>Left Realism and right-wing policies for tackling crime.</p>	AO1/2/3	<p>To understand the development of Left Realism and the policies of tackling crime from a left-wing perspective.</p>	<p>Jock Young Interactionism</p>	<p>Look at the Labour government between 1997 - 2010 and find crime prevention policies that link to left realism (for example Sure Start).</p>	<p>Chapman, S. (2016). <i>'OCR Sociology: Revision Guide'</i>. Pg 387 - 392</p>	<p>Complete your venn-diagram that outlines the views of Left Realism. (This will be completed next week with left realism)</p>

Week 6	Patterns of crime in a global context.	AO1/2/3	To understand the link between globalisation and crime, including corporate crime, human trafficking and green crimes.	Globalisation Marxism	Research what is meant by zemiology and find examples to support your definition.	Chapman, S. (2016). <i>'OCR Sociology: Revision Guide'</i> . Pg 365 - 369	Research the incident of the Rainbow Warrior (1985) and the French government. Explain how this is an example of globalisation causing crime.
Week 7	To assess the increasing use of prisons in the Western world and their use. End of topic project	AO1/2/3	To assess whether prisons work and if there is a more suitable alternative. Opportunity to consolidate the criminological theory covered to date.	Interactionism Labelling Theory Right Realism Left Realism	Complete your research project in your teams.	Visit the Prison Reform Trust website.	Watch the three short videos from The Open University outlining the reasons why prisons don't work.

Year 13 – January - February

	Topic Area(s)	Assessment Objectives Met	Learning Objectives	Flashback RP Opportunities	Out of Lesson Assignments	Pre-Learning Reading	Independent Learning
Week 1	Revision and preparation for the January mock exams.	AO1/2/3	To revise and prepare for the mock exams by focusing on Paper 01 topics.	Paper 01: Identity and Families	Revision	Chapman, S. (2016). <i>'OCR Sociology: Revision Guide'</i> .	Revision

Week 2	Revision and preparation for the January mock exams.	AO1/2/3	To revise and prepare for the mock exams by focusing on Paper 02 topics.	Paper 02: Research Methods and Social Inequalities	Revision	Chapman, S. (2016). <i>'OCR Sociology: Revision Guide'</i> .	Revision
Week 3	Definitions of globalisation including the concepts of digital revolution, global village and virtual communities.	AO1/2/3	To understand the challenges when defining globalisation and to provide examples that demonstrate how a digital revolution has occurred.	Digital Divide Globalisation Global crime	Explain the impact of developments in digital communication technology on the way information is collected and used. [9]	Chapman, S. (2016). <i>'OCR Sociology: Revision Guide'</i> . Pg 308 - 316	Research how companies collect big data on users and create an informational poster to raise awareness of digital footprints.
Week 4	To explain the developments in digital communication from a Marxist perspective.	AO1/2/3	To understand how conflict sociologists would explain the increasing use of digital communication as a method of increasing consumerism and surveillance.	Marxism Neo-Marxism Repressive State Apparatus	Evaluate the sociological view that new forms of digital communication are controlled by the ruling class. [16]	Chapman, S. (2016). <i>'OCR Sociology: Revision Guide'</i> . Pg 317 - 319 Read Brown, K. (2020). <i>'An Introduction to Sociology 5th Edition'</i> . – Pages 881 - 886	Complete your Marxist digital communication page in your theories book.
Week 5	To explain the developments in digital communication from a Feminist perspective.	AO1/2/3	To understand the debate surrounding digital communication as a tool to promote or challenge patriarchy.	Patriarchal Ideology Objectification Sue Sharpe Everyday Sexism	Evaluate the sociological view that new forms of digital communication tackling patriarchy and gender inequality. [16]	Chapman, S. (2016). <i>'OCR Sociology: Revision Guide'</i> . Pg 320 - 322	Complete your feminism digital communication page in your theories book.

Week 6	To explain the developments in digital communication from a postmodern perspective.	AO1/2/3	To understand how increasing digital communication is resulting in society becoming further fragmented and how we're living in a hyper-reality.	Baudrillard: Hyper-Realities Changing identities (Winlow) Fragmentation (Lyotard)	Complete the A3 revision grid provided by Mr Riley.	Chapman, S. (2016). <i>'OCR Sociology: Revision Guide'</i> . Pg 323 - 324 Read Brown, K. (2020). <i>'An Introduction to Sociology 5th Edition'</i> . – Pages 887 - 889	Complete the 'Now Test Yourself' questions in the revision guide (page 324).
Week 7	The impact that digital communication has had on identities (age / gender / sexuality / hybridity)	AO1/2/3	To understand how digital communication may have influenced a person's identity creation.	Age Identity Digital Divide Homosexual Career (Plummer) Ann Oakley	Research the concept of an identity playground (Turkle) and explain why the internet may provide the perfect opportunity for identity experimentation.	Chapman, S. (2016). <i>'OCR Sociology: Revision Guide'</i> . Pg 326 - 332	Watch the TED Talk by Amber Case that considers the impact of DC on our identities.

Year 13 – March - April

	Topic Area(s)	Assessment Objectives Met	Learning Objectives	Flashback RP Opportunities	Out of Lesson Assignments	Pre-Learning Reading	Independent Learning
Week 1	The impact that digital communication has had on social inequalities.	AO1/2/3	To understand the debates surrounding if digital communication is increasing or decreasing social inequalities in relation to social class, age and ethnicity. (gender inequalities covered in feminism)	Digital divide Bourdieu's Capitals	Evaluate the view that virtual communities have had a positive impact on people's identities. [10]	Chapman, S. (2016). <i>'OCR Sociology: Revision Guide'</i> . Pg 330 - 332	Research the role of the internet in spreading awareness surrounding racism and racial discrimination in the UK (Black Lives Matter).

Week 2	The impact that digital communication has had on relationships.	AO1/2/3	To assess the impact (positive and negative) of digital communication on the formation and maintenance of relationships.	Post-familiar Living Alone Together (Turkle) Electronic Babysitters	To what extent have social media platforms had a positive effect upon adolescence? [10]	Chapman, S. (2016). <i>'OCR Sociology: Revision Guide'</i> . Pg 333 - 335	Conduct your own research into the role of DC in the formation and maintenance of relationships amongst students in the sixth form.
Week 3	The impact that digital communication has had on culture.	AO1/2/3	To understand how globalisation has resulted in cultural homogenisation, a global culture and cultural defence.	Cultural homogenisation Global Culture Cultural Defence Cultural Resistance (S. Hall)	To what extent have developments in digital forms of communication had a positive effect on non-western societies? [10]	Chapman, S. (2016). <i>'OCR Sociology: Revision Guide'</i> . Pg 336 - 340	Complete the 'Now Test Yourself' activity in the revision guide (page 340).
Week 4	Revision and exam preparation	AO1/2/3	To revise and prepare for the final exams.				
Week 5	Revision and exam preparation	AO1/2/3	To revise and prepare for the final exams.				

Week 6	Revision and exam preparation	AO1/2/3	To revise and prepare for the final exams.				
Week 7	Revision and exam preparation	AO1/2/3	To revise and prepare for the final exams.				

Year 13 – April - May

	Topic Area(s)	Assessment Objectives Met	Learning Objectives	Flashback RP Opportunities	Out of Lesson Assignments	Pre-Learning Reading	Independent Learning
Week 1	Revision and exam preparation	AO1/2/3	To revise and prepare for the final exams.				

Week 2	Revision and exam preparation	AO1/2/3	To revise and prepare for the final exams.				
Week 3	Revision and exam preparation	AO1/2/3	To revise and prepare for the final exams.				
Week 4	Revision and exam preparation	AO1/2/3	To revise and prepare for the final exams.				
Week 5	Revision and exam preparation	AO1/2/3	To revise and prepare for the final exams.				