



Cardinal
Newman
CATHOLIC SCHOOL

Social Science

Curriculum Area: Social Science

*What insights do you have that we do not have?
Job 15:9*

Curriculum Intent

Psychology is an exciting and dynamic subject where by pupils are encouraged to think deeply, analytically and scientifically about what makes us who we are and to question the reasoning and explanation for a multitude of human behaviours. There are opportunities to study the classics of psychology whilst also introducing ongoing debates and topics that continue to fascinate. Pupils will develop a range of practical, intellectual, research and transferable skills including psychological research methods, group working, communication, critical thinking and problem solving.

The Applied Psychology course is focused on developing not only the skills needed for the examination, but it also looks to question and shape pupils' own ability to interact and think as conscious and engaged citizens. All pupils engage in working with both theoretical and experimental approaches and will gain the skills to source, use and interpret information and design experiments and this allows them to test their accuracy and love of empirical enquiry.

Sociology is a subject that by its nature requires pupils to consider spiritual, moral and cultural issues that face modern society such as those linked to gender, ethnicity, sexuality and class. There is also a growing focus on the impact of globalisation at international, national and local levels so an interest in current affairs is beneficial when studying Sociology. Studying this subject will foster development of critical and reflective thinking with a respect for social diversity

	Year 12	Year 13
HT1	<p>Families and households</p> <ul style="list-style-type: none"> • Couples • Childhood <p>Education</p> <ul style="list-style-type: none"> • Class differences in achievement (external factors) <p>Research methods (with application to education)</p> <ul style="list-style-type: none"> • Choosing a research method 	<p>Crime and Deviance</p> <ul style="list-style-type: none"> • Interactionism and labelling theory • Class, power and crime • Realist theories of crime • Gender, crime and justice <p>Theory and Methods- integrated</p> <ul style="list-style-type: none"> • Qualitative research methods • Sociology and science • Objectivity and values
HT2	<p>Families and households</p> <ul style="list-style-type: none"> • Theories of the family • Demography <p>Education</p> <ul style="list-style-type: none"> • Class differences in achievement (internal factors) • Ethnic differences in achievement <p>Research methods (with application to education)</p> <ul style="list-style-type: none"> • Education: The research context • Experiments 	<p>Crime and Deviance</p> <ul style="list-style-type: none"> • Ethnicity, crime and justice • Crime and the media • Globalisation, green crime, human rights and state crime • Control, punishment and victims <p>Theory and Methods- integrated</p> <ul style="list-style-type: none"> • Functionalism • Marxism • Feminist theories
HT3	<p>Families and households</p> <ul style="list-style-type: none"> • Changing family patterns • Family diversity <p>Education</p> <ul style="list-style-type: none"> • Gender differences in achievement <p>Research methods (with application to education)</p> <ul style="list-style-type: none"> • Questionnaires • Interviews 	<p>Beliefs in society</p> <ul style="list-style-type: none"> • Theories of religion • Religion and social change • Secularisation • Religion, renewal and choice <p>Theory and Methods- integrated</p> <ul style="list-style-type: none"> • Action theories • Globalisation, modernity and postmodernity
HT4	<p>Families and households</p> <ul style="list-style-type: none"> • Families and social policy 	<p>Beliefs in society</p> <ul style="list-style-type: none"> • Religion in a global context

	<p>Education</p> <ul style="list-style-type: none"> • The role of education • Educational policy and inequality <p>Research methods (with application to education)</p> <ul style="list-style-type: none"> • Participant observation • Secondary sources 	<ul style="list-style-type: none"> • Organisations, movements and members • Ideology and science <p>Theory and Methods- integrated</p> <ul style="list-style-type: none"> • Sociology and social policy
HT5	<p>Families and households</p> <ul style="list-style-type: none"> • Revision <p>Education</p> <ul style="list-style-type: none"> • Revision <p>Research methods (with application to education)</p> <ul style="list-style-type: none"> • Methods in Context (MIC) - experiments, questionnaires, interviews, participant observations, secondary sources 	Revision of year 12 and 13 content
HT6	<p>Crime and Deviance</p> <ul style="list-style-type: none"> • Functionalist, strain and subcultural theories <p>Theory and Methods- integrated</p> <ul style="list-style-type: none"> • Quantitative research methods 	

Curriculum Overview: Psychology

	Year 12	Year 13
HT1	<p>Approaches</p> <p>Social Influence</p> <p>Integrated Research Methods</p>	<p>Issues and debates</p> <p>Biopsychology</p>
HT2	<p>Approaches</p> <p>Social Influence</p>	<p>Schizophrenia</p> <p>Biopsychology</p>

	Integrated Research Methods	Integrated Issues and debates
HT3	Psychopathology Attachment Integrated Research Methods	Gender Forensics Integrated Issues and debates
HT4	Attachment Memory Integrated Research Methods	Gender Forensics Integrated Issues and debates
HT5	Memory Integrated Research Methods	Revision of year 12 and 13 content
HT6	Research Methods	

Curriculum Overview: Criminology

	Year 12	Year 13
HT1	<p>Unit 1- Changing awareness of crime AC1.1 Analyse different types of crime AC1.2 Explain the reasons that certain crimes are not reported AC1.3 Explain the consequences of unreported crime</p> <p>Unit 1- Changing awareness of crime AC1.4 Describe media representation of crime AC1.5 Explain the impact of media representation on public perception of crime AC1.6 Evaluate methods of collecting information about crime</p>	<p>Unit 3- Crime scene to courtroom AC2.1 Explain the requirements of the Crown Prosecution Service (CPS) for prosecuting suspects AC2.2 Describe trial processes</p> <p>Unit 3- Crime scene to courtroom AC2.3 Understand rules in relation to the use of evidence in criminal cases AC2.4 Assess key influences affecting the outcomes of criminal cases</p>

<p>HT2</p>	<p>Unit 1- Changing awareness of crime AC2.1 Evaluate campaigns for change AC2.2 Evaluate media used in campaigns for change</p> <p>Unit 1- Changing awareness of crime AC3.1 Plan a campaign for change relating to crime AC3.2 Design materials for use in campaigning for change AC3.3 Justify a campaign for change</p>	<p>Unit 3- Crime scene to courtroom AC2.5 Discuss the use of laypeople in criminal cases</p> <p>Unit 3- Crime scene to courtroom AC3.1 Examine information for validity AC3.2 Draw conclusions from information</p> <p>Unit 3- Crime scene to courtroom Controlled assessment</p>
<p>HT3</p>	<p>Unit 1- Changing awareness of crime Controlled assessment</p> <p>Unit 2- Criminological theories AC1.1 Compare criminal behaviour and deviance AC2.1 Describe biological theories of criminality AC3.1 Analyse situations of criminality AC3.2 Evaluate the effectiveness of criminological theories to explain causes of criminality</p> <p>Unit 2- Criminological theories AC1.2 Explain the social construction of criminality AC2.2 Describe individualistic theories of criminality AC3.1 Analyse situations of criminality AC3.2 Evaluate the effectiveness of criminological theories to explain causes of criminality</p>	<p>Unit 4- Crime and punishment AC1.2 Describe the organisation of the criminal justice system in England and Wales AC1.3 Describe models of criminal justice</p> <p>Unit 4- Crime and punishment AC2.1 Explain forms of social control AC2.2 Discuss the aims of punishment</p>
<p>HT4</p>	<p>Unit 2- Criminological theories AC2.3 Describe sociological theories of criminality AC3.1 Analyse situations of criminality AC3.2 Evaluate the effectiveness of criminological theories to explain causes of criminality AC4.1 Assess the use of criminological theories in informing policy development</p> <p>Unit 2- Criminological theories AC4.1 Assess the use of criminological theories in informing policy development AC4.2 Explain how social changes affect policy</p>	<p>Unit 4- Crime and punishment AC2.3 Assess how forms of punishment meet the aims of punishment AC3.1 Explain the role of agencies in social control</p> <p>Unit 4- Crime and punishment AC3.2 Describe the contribution of agencies to achieving social control AC3.3 Examine the limitations of agencies in achieving social control AC3.4 Evaluate the effectiveness of agencies in achieving social control</p>

	development AC4.3 Discuss how campaigns affect policy making	
HT5	Unit 2- Criminological theories Revision	Unit 4- Crime and punishment Revision
HT6	Unit 3- Crime scene to courtroom AC1.1 Evaluate the effectiveness of the roles of personnel involved in criminal investigations AC1.2 Assess the usefulness of investigative techniques in criminal investigations Unit 3- Crime scene to courtroom AC1.3 Explain how evidence is processed AC1.4 Examine the rights of individuals in criminal investigations	

Subject Specific Information

A Level Psychology

Psychology is an exciting and dynamic subject where by pupils are encouraged to think deeply, analytically and scientifically about what makes us who we are and to question the reasoning and explanation for a multitude of human behaviours. There are opportunities to study the classics of Psychology whilst also introducing ongoing debates and topics that continue to fascinate. Pupils will develop a range of practical, intellectual, research and transferable skills including psychological research methods, group working, communication, critical thinking and problem solving.

BTEC Applied Psychology

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A Level Sociology

Sociology is a subject that by its nature requires pupils to consider spiritual, moral and cultural issues that face modern society such as those linked to gender, ethnicity, sexuality and class. There is also a growing focus on the impact of globalisation at international, national and local levels so an interest in current affairs is beneficial when studying Sociology. Studying this subject will foster development of critical and reflective thinking with a respect for social diversity.