

<p><b>Year: 12</b>  <b>Subject:</b>  <b>Sociology</b>  <i>Education</i>  <i>Crime &amp; Deviance</i>  <i>Theory and methods</i></p>	<p><b>Curriculum Intent:</b> Students will develop a detailed understanding of the Sociological arguments on all aspects of Crime and Deviance and Education. Through this topic, students will be introduced to the various theoretical perspectives covered during the A Level course and should be able to apply these to the study of Crime and Deviance and education and achievement. Students will consider the experiences of groups in society and how this differs between them and over time, as well as wider debates within the topic. The Crime and Deviance and Education elements of the topics will be covered in detail and students will have fully covered the content required during this topic, filling their silos. This topic includes aspects of the Theory and Methods debate and core foundation knowledge will be delivered throughout Year 12 and then completed within Year 13. Within Year 12, this topic will aim to partially fill student’s silos to ensure that they have strong core knowledge and critical understanding of debates within this area, although it will be revisited.</p>					
	<p><b>Term 1</b>  <i>Introduction, theories of crime and deviance</i></p>	<p><b>Term 1</b>  <i>Introduction, theories of education, marketisation and educational policy</i></p>	<p><b>Term 2</b>  <i>Social distribution of crime and deviance</i></p>	<p><b>Term 2</b>  <i>Groups’ experiences of education, globalisation, postmodernism</i></p>	<p><b>Term 3</b>  <i>State crime, punishment, crime prevention, and surveillance</i></p>	<p><b>Term 3</b>  <i>Research methods and methods in context</i></p>
<p><b>Topic Titles (in order of delivery)</b></p>	<ol style="list-style-type: none"> <li>1. Crime, deviance, and social control</li> <li>2. Psychological theories</li> <li>3. Functionalism</li> <li>4. Marxism</li> <li>5. Labelling</li> <li>6. Right realism</li> <li>7. Left realism</li> </ol>	<ol style="list-style-type: none"> <li>1. Functionalist view of education</li> <li>2. Marxist view of education</li> <li>3. Paul Willis, Learning to Labour</li> <li>4. Marketisation of education and educational policy</li> </ol>	<ol style="list-style-type: none"> <li>1. Crime statistics</li> <li>2. Patterns of crime</li> <li>3. Gender &amp; crime</li> <li>4. Ethnicity &amp; crime</li> <li>5. Class &amp; crime</li> <li>6. Globalisation and green crime</li> </ol>	<ol style="list-style-type: none"> <li>1. Class differences in educational achievement.</li> <li>2. Gender differences in educational achievement.</li> <li>3. Ethnic differences in educational achievement.</li> <li>4. Impact of globalisation on education.</li> <li>5. Impact of globalisation on education</li> <li>6. Postmodernist view of education.</li> </ol>	<ol style="list-style-type: none"> <li>1. State crime</li> <li>2. Punishment</li> <li>3. Surveillance</li> <li>4. Crime prevention</li> <li>5. Media</li> <li>6. Theory and methods – Theory.</li> </ol>	<ol style="list-style-type: none"> <li>1. Research methods in sociology</li> <li>2. Research in education</li> </ol>
<p><b>Key knowledge / Retrieval topics</b></p>	<ol style="list-style-type: none"> <li>1. Crime, Deviance, Social Control,</li> </ol>	<ol style="list-style-type: none"> <li>1. Role of education, value</li> </ol>	<ol style="list-style-type: none"> <li>1. Statistics, trends, self-</li> </ol>	<ol style="list-style-type: none"> <li>1. Working class, middle class,</li> </ol>	<ol style="list-style-type: none"> <li>1. State crime, political crimes,</li> </ol>	<ol style="list-style-type: none"> <li>1. Practical, ethical, and</li> </ol>

	<p>social construction.</p> <p>2. Lombroso.</p> <p>3. Positive functions, Durkheim, Merton, Strain, Davis, Polsky, Cohen, Cloward and Ohlin, Miller, Matza, Hirschi, subcultures.</p> <p>4. Critical criminology, selective law making and enforcement, individual motivation, power and control, Marxism and Neo-Marxism.</p> <p>5. Interactionism, Becker, master status, self-fulfilling prophecy, deviancy amplification, moral panic.</p> <p>6. Right realism, Wilson, Rational Choice, crime prevention, solutions to crime.</p>	<p>consensus, social cohesion, social mobility, socialisation, division of labour, social solidarity, particularistic values, universalistic values, human capital, meritocratic society, legitimising inequality, New Right</p> <p>2. Marxism, anti-school subcultures, Paul Willis, hidden curriculum, bourgeoisie, proletariat, capitalism, social control, inequality, ideological state apparatus, ideology, Althusser, cultural capital, hegemony, habitus, long shadow of work, correspondence principle.</p>	<p>report studies, social construction.</p> <p>2. Dark figure, Official Crime Rate.</p> <p>3. Chivalry Thesis, Sex-role theory, control theory, liberation theory, feminisation of poverty, masculinity, edgework, labelling</p> <p>4. Victimology, institutional racism, discrimination, Left realism, Marxism, labelling.</p> <p>5. Strain theory, marginality, social exclusion, control and rational choice, labelling, informal social control, detectable offences.</p> <p>6. Postmodernism, human trafficking, drugs trades, cybercrime,</p>	<p>Internal factors, ideal pupil, teacher expectations, labelling, self-fulfilling prophecy, Rosenthal and Jacobson, streaming, pupil subcultures, class identifies, external factors, cultural deprivation, parental attitudes to education, language codes, external subcultures, cultural capital, compensatory education, material deprivation, housing and catchment areas, diet and health, hidden costs of education.</p> <p>2. Feminism, changes in the family, changes in employment, ambitions and attitudes of girls,</p>	<p>security and police, economic crime, social and cultural crime, power</p> <p>2. Punishment, Criminal Justice System</p> <p>3. Surveillance, Foucault, Lyon, Carceral cultural, synoptic surveillance.</p> <p>4. Right and left realism, situational crime prevention, environmental crime prevention.</p> <p>5. Deviancy amplification and moral panic.</p> <p>6. Functionalism, Marxism, Feminism, Structure and agency, structural theories, interpretivism, micro and macro approaches</p>	<p>theoretical considerations in education research</p> <p>2. Research methods, experiments, questionnaires, interviews, observation, secondary sources, open and closed questions, structured and unstructured, positivist methods, interpretivist methods.</p> <p>3. Research in education, research groups, ethical issues, access issues, gatekeepers, power relationships, availability of secondary data.</p>
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	<p>7. Left realism, social structure, community support, informal control.</p>	<p>3. Research methods, Neo-Marxism, Paul Willis, anti-school subcultures.</p> <p>4. Marketisation, The Butler Act, Tripartite system, Education Reform Act, National Curriculum, compensatory education, educational action zones, national literacy strategy, New Right, parentocracy, educational triage, competition and selection, privatisation of education, Pupil premium, Progress 8, English Baccalaureate.</p>	<p>money laundering, transnational organised crime, McMafia, environmental crime</p>	<p>equal opportunity policies, feminisation of education, positive role models, GCSE and coursework, teacher attention, stereotypes, selection and league tables, subcultures.</p> <p>3. Ethnicity, internal factors, external factors, racism, institutional racism, ethnocentric curriculum, cultural deprivation, linguistic skills, attitudes, family structure, Sewell, material deprivation, subcultures, labelling, critical race theory, marketisation.</p> <p>4. Globalisation, multiculturalism, marketisation, global job market, English</p>		
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				<p>as an additional language (EAL), migration, technological development, economic changes, political changes, cultural changes, competition,</p> <p>5. Postmodernism, diversity, metanarrative, complexity.</p>		
<p><b>Understanding / Sequence of delivery</b></p>	<ol style="list-style-type: none"> <li>1. To what extent is crime and deviance socially constructed?</li> <li>2. Outline theoretical explanations of crime and deviance, using key terms and sociological studies.</li> <li>3. Analyse and evaluate theoretical explanations of crime and deviance.</li> </ol>	<ol style="list-style-type: none"> <li>1. Consider the role and purpose of education in society.</li> <li>2. Outline and evaluate the functionalist view of education.</li> <li>3. Outline and evaluate the Marxist view of education.</li> <li>4. Review a key study in education and evaluate its usefulness.</li> <li>5. Outline and explain key changes in education policy.</li> </ol>	<ol style="list-style-type: none"> <li>1. What are the patterns of crime and deviance in society?</li> <li>2. Outline reasons for underreporting of crime.</li> <li>3. Outline the patterns of crime and deviance relating to gender, ethnicity, and class.</li> <li>4. Outline theoretical explanations of differences between groups in society.</li> </ol>	<ol style="list-style-type: none"> <li>1. Consider statistical evidence to show which groups are most and least successful in education.</li> <li>2. Evaluate the view that social class differences in educational achievement are the result of internal factors.</li> <li>3. Evaluate the view that social class differences in educational achievement are the result of external factors.</li> <li>4. Evaluate the view that gender</li> </ol>	<ol style="list-style-type: none"> <li>1. Outline and explain the sociological arguments for the purpose of punishment.</li> <li>2. Outline and evaluate the use and purpose of surveillance in contemporary society.</li> <li>3. Outline and evaluate sociological explanations for crime control and prevention.</li> <li>4. Outline and explain the key theories in</li> </ol>	<ol style="list-style-type: none"> <li>1. Outline and explain practical, ethical and theoretical issues to consider when conducting research.</li> <li>2. Apply practical, ethical and theoretical issues in educational research.</li> <li>3. Outline and explain sociological research methods.</li> <li>4. Evaluate the usefulness of</li> </ol>

		<p>6. Evaluate the impact of marketisation strategies in education.</p>	<p>5. Analyse and evaluate theoretical explanations for the differences between groups in society.</p> <p>6. Outline and evaluate the impact of globalisation of crime and deviance in society.</p>	<p>differences in educational achievement are the result of internal factors.</p> <p>5. Evaluate the view that gender differences in educational achievement are the result of external factors.</p> <p>6. Evaluate the view that ethnic differences in educational achievement are the result of internal factors.</p> <p>7. Evaluate the view that ethnic differences in educational achievement are the result of external factors.</p> <p>8. Consider and evaluate the impact on globalisation on education.</p> <p>9. Outline and explain the postmodernist approach to education.</p>	<p>Sociology. Begin to analyse (compare and contrast) and evaluate (strengths, weaknesses and value) of these theories.</p>	<p>sociological methods in education research.</p> <p>5. Evaluate the usefulness of sociological research methods to research specific educational issues.</p>
D-E grade		D-E grade		D-E grade		

<b>Assessment</b>	<p>Knowledge of key terms, broad understanding of some sociological concepts. These are applied in a limited, undeveloped way. Students will describe, and make generalised simple arguments and judgements.</p> <p>Retrieval practice. 6-mark questions to assess this knowledge. 10- and 30-mark questions may also assess this basic understanding through basic descriptive answers.</p>	<p>Knowledge of key terms, broad understanding of some sociological concepts. These are applied in a limited, undeveloped way. Students will describe, and make generalised simple arguments and judgements.</p> <p>Retrieval practice. 6-mark questions to assess this knowledge. 10- and 30-mark questions may also assess this basic understanding through basic descriptive answers.</p>	<p>Knowledge of key terms, broad understanding of some sociological concepts. These are applied in a limited, undeveloped way. Students will describe, and make generalised simple arguments and judgements.</p> <p>Retrieval practice. 6-mark questions to assess this knowledge. 10- and 30-mark questions may also assess this basic understanding through basic descriptive answers.</p>
	<p>C grade</p> <p>Demonstration of some critical awareness, descriptive answers which identify key knowledge, which is explained with some depth. Students will demonstrate mostly accurate and appropriate knowledge for a range of theories and concepts. They will analyse and evaluate to create plausible arguments and judgements. Evaluation may be brief or implicit.</p> <p>10- and 30-mark questions will assess through students outline key aspects of the debate and beginning to analyse and evaluation through juxtaposed answers and undeveloped statements. Students will confidently use items in their answers, where appropriate.</p>	<p>C grade</p> <p>Demonstration of some critical awareness, descriptive answers which identify key knowledge, which is explained with some depth. Students will demonstrate mostly accurate and appropriate knowledge for a range of theories and concepts. They will analyse and evaluate to create plausible arguments and judgements. Evaluation may be brief or implicit.</p> <p>10- and 30-mark questions will assess through students outline key aspects of the debate and beginning to analyse and evaluation through juxtaposed answers and undeveloped statements. Students will confidently use items in their answers, where appropriate.</p>	<p>C grade</p> <p>Demonstration of some critical awareness, descriptive answers which identify key knowledge, which is explained with some depth. Students will demonstrate mostly accurate and appropriate knowledge for a range of theories and concepts. They will analyse and evaluate to create plausible arguments and judgements. Evaluation may be brief or implicit.</p> <p>10- and 30-mark questions will assess through students outline key aspects of the debate and beginning to analyse and evaluation through juxtaposed answers and undeveloped statements. Students will confidently use items in their answers, where appropriate.</p>
	<p><i>A*-B grade</i></p> <p><i>Critical awareness of key issues and debates within Sociology, demonstrated consistently through extended writing tasks. Students will demonstrate relevant and comprehensive</i></p>	<p><i>A*-B grade</i></p> <p><i>Critical awareness of key issues and debates within Sociology, demonstrated consistently through extended writing tasks. Students will demonstrate relevant and comprehensive</i></p>	<p><i>A*-B grade</i></p> <p><i>Critical awareness of key issues and debates within Sociology, demonstrated consistently through extended writing tasks. Students will demonstrate relevant</i></p>

	<p><i>knowledge and understanding of a range of perspectives and content. Application is consistently accurate and detailed. Critical analysis and evaluation will be used to present arguments and create substantiated judgements.</i></p> <p><i>10 and 30-mark questions will assess students' sophisticated understanding of the topic, through application of key terms and concepts. Evaluation will be detailed, and students will consider value, change and alternative viewpoints. All 30-mark essays will finish with a reasoned conclusion.</i></p>	<p><i>knowledge and understanding of a range of perspectives and content. Application is consistently accurate and detailed. Critical analysis and evaluation will be used to present arguments and create substantiated judgements.</i></p> <p><i>10 and 30-mark questions will assess students' sophisticated understanding of the topic, through application of key terms and concepts. Evaluation will be detailed, and students will consider value, change and alternative viewpoints. All 30-mark essays will finish with a reasoned conclusion.</i></p>	<p><i>and comprehensive knowledge and understanding of a range of perspectives and content. Application is consistently accurate and detailed. Critical analysis and evaluation will be used to present arguments and create substantiated judgements.</i></p> <p><i>10 and 30-mark questions will assess students' sophisticated understanding of the topic, through application of key terms and concepts. Evaluation will be detailed, and students will consider value, change and alternative viewpoints. All 30-mark essays will finish with a reasoned conclusion.</i></p>
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