Year: 12 Subject: Sociology Education Crime & Deviance Theory and methods	Crime and Deviance a perspectives covered Deviance and educatio differs between them Education elements of during this topic, fillir foundation knowledge this topic will aim to	nd Education. Through during the A Level cou n and achievement. Stu- and over time, as wel the topics will be covere g their silos. This top will be delivered throu	this topic, students w rse and should be able dents will consider the e l as wider debates with ed in detail and students ic includes aspects of ghout Year 12 and the silos to ensure that the	the Sociological argume ill be introduced to the e to apply these to the experiences of groups in hin the topic. The Crim s will have fully covered the Theory and Metho n completed within Year ey have strong core know	e various theoretical study of Crime and society and how this e and Deviance and the content required ds debate and core r 13. Within Year 12,	
	<b>Term 1</b> Introduction, theories of crime and deviance	<b>Term 1</b> Introduction, theories of education, marketisation and educational policy	<b>Term 2</b> Social distribution of crime and deviance	<b>Term 2</b> Groups' experiences of education, globalisation, postmodernism	<b>Term 3</b> State crime, punishment, crime prevention, and surveillance	<b>Term 3</b> Research methods and methods in context
Topic Titles (in order of delivery)	<ol> <li>Crime, deviance, and social control</li> <li>Psychological theories</li> <li>Functionalism</li> <li>Marxism</li> <li>Labelling</li> <li>Right realism</li> <li>Left realism</li> </ol>	<ol> <li>Functionalist view of education</li> <li>Marxist view of education</li> <li>Paul Willis, Learning to Labour</li> <li>Marketisation of education and educational policy</li> </ol>	<ol> <li>Crime statistics</li> <li>Patterns of crime</li> <li>Gender &amp; crime</li> <li>Ethnicity &amp; crime</li> <li>Class &amp; crime</li> <li>Globalisation and green crime</li> </ol>	<ol> <li>Class differences in educational achievement.</li> <li>Gender differences in educational achievement.</li> <li>Ethnic differences in educational achievement.</li> <li>Impact of globalisation on education.</li> <li>Impact of globalisation on education</li> <li>Postmodernist view of education.</li> </ol>	<ol> <li>State crime</li> <li>Punishment</li> <li>Surveillance</li> <li>Crime prevention</li> <li>Media</li> <li>Theory and methods – Theory.</li> </ol>	<ol> <li>Research methods in sociology</li> <li>Research in education</li> </ol>
Key knowledge / Retrieval topics	1. Crime, Deviance, Social Control,	1. Role of education, value	<ol> <li>Statistics, trends, self-</li> </ol>	<ol> <li>Working class, middle class,</li> </ol>	<ol> <li>State crime, political crimes,</li> </ol>	<ol> <li>Practical, ethical, and</li> </ol>

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	social		consensus, social		report studies,		Internal factors,		security and		theoretical
	construction.		cohesion, social		social		ideal pupil,		police,		considerations
2.	Lombroso.		mobility,		construction.		teacher		economic		in education
3.	Positive		socialisation,	2.	Dark figure,		expectations,		crime, social		research
	functions,		division of		Official Crime		labelling, self-		and cultural	2.	Research
	Durkheim,		labour, social		Rate.		fulfilling		crime, power		methods,
	Merton, Strain,		solidarity,	3.	Chivalry Thesis,		prophecy,	2.	Punishment,		experiments,
	Davis, Polsky,		particularistic		Sex-role theory,		Rosenthal and		<b>Criminal Justice</b>		questionnaires,
	Cohen, Cloward		values,		control theory,		Jacobson,		System		interviews,
	and Ohlin, Miller,		universalistic		liberation		streaming, pupil	3.	Surveillance,		observation,
	Matza, Hirschi,		values, human		theory,		subcultures,		Foucault, Lyon,		secondary
	subcultures.		capital,		feminisation of		class identifies,		Carceral		sources, open
4.	Critical		meritocratic		poverty,		external factors,		cultural,		and closed
	criminology,		society,		masculinity,		cultural		synoptic		questions,
	selective law		legitimising		edgework,		deprivation,		surveillance.		structured and
	making and		inequality, New		labelling		parental	4.	Right and left		unstructured,
	enforcement,		Right	4.	Victimology,		attitudes to		realism,		positivist
	individual	2.	Marxism, anti-		institutional		education,		situational		methods,
	motivation,		school		racism,		language codes,		crime		interpretivist
	power and		subcultures, Paul		discrimination,		external		prevention,		methods.
	control, Marxism		Willis, hidden		Left realism,		subcultures,		environmental	3.	Research in
	and Neo-		curriculum,		Marxism,		cultural capital,		crime		education,
	Marxism.		bourgeoisie,		labelling.		compensatory		prevention.		research
5.	Interactionism,		proletariat,	5.	Strain theory,		education,	5.	Deviancy		groups, ethical
	Becker, master		capitalism, social		marginality,		material		amplification		issues, access
	status, self-		control,		social exclusion,		deprivation,		and moral		issues,
	fulfilling		inequality,		control and		housing and		panic.		gatekeepers,
	prophecy,		ideological state		rational choice,		catchment	6.	Functionalism,		power
	deviancy		apparatus,		labelling,		areas, diet and		Marxism,		relationships,
	amplification,		ideology,		informal social		health, hidden		Feminism,		availability of
	moral panic.		Althusser,		control,		costs of		Structure and		, secondary data.
6.	Right realism,		cultural capital,		detectable		education.		agency,		
-	Wilson, Rational		hegemony,		offences.	2.	Feminism,		structural		
	Choice, crime		habitus, long	6.	Postmodernism,		changes in the		theories,		
	prevention,		shadow of work,		human		family, changes		interpretivism,		
	solutions to		correspondence		trafficking,		in employment,		micro and		
	crime.		principle.		drugs trades,		ambitions and		macro		
	-				cybercrime,		attitudes of girls,		approaches		
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7. Left realism, social structure, community     Research methods, Neo- Marxism, Paul     money Iaundering, organised     equal opportunity policies, feminisation of education, subcultures.       control.     Markism, Paul Willis, ant- school     organised organised     eminisation of education, subcultures.       4.     Marketisation, The Butler Act, Tripartite system, Education Reform Act, National     environmental crime     models, GCSE and coursework, teacher       3.     Ethnicity, educational action zones, antional literacy strategy, New Right, periodical selection, progress 8, English     steacher       attide, Speeding     action organised education, educational selection, prentocracy, education, progress 8, English     structure, Baccalaureate.										
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	1 To what extent is	1 Consider the role	1 What are the	as an additional language (EAL), migration, technological development, economic changes, political changes, cultural changes, competition, 5. Postmodernism, diversity, metanarrative, complexity.	1 Outline and	
Understanding / Sequence of delivery	<ol> <li>To what extent is crime and deviance socially constructed?</li> <li>Outline theoretical explanations of crime and deviance, using key terms and sociological studies.</li> <li>Analyse and evaluate theoretical explanations of crime and deviance.</li> </ol>	<ul> <li>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</li> </ul>	<ul> <li>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</li> </ul>	<ul> <li>statistical</li> <li>evidence to show</li> <li>which groups are</li> <li>most and least</li> <li>successful in</li> <li>education.</li> <li>2. Evaluate the view</li> <li>that social class</li> <li>differences in</li> <li>educational</li> <li>achievement are</li> <li>the result of</li> <li>internal factors.</li> <li>3. Evaluate the view</li> <li>that social class</li> <li>differences in</li> <li>educational</li> <li>achievement are</li> <li>the result of</li> <li>internal factors.</li> </ul>	<ul> <li>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 evaluate and evalu</li></ul>	<ol> <li>Outline and explain practical, ethical and theoretical issues to consider when conducting research.</li> <li>Apply practical, ethical and theoretical issues in educational research.</li> <li>Outline and explain sociological research methods.</li> <li>Evaluate the usefulness of</li> </ol>

	6. Evaluate the		rences in Sociology.	sociological
	impact of		ational Begin to analyse	methods in
	marketisation	theoretical achiev	vement are (compare and	education
	strategies in	explanations for the	result of contrast) and	research.
	education.	the differences interr	nal factors. evaluate	5. Evaluate the
		between groups 5. Evalua	ate the view (strengths,	usefulness of
		in society. that	gender weaknesses	
			rences in and value) of	sociological
		evaluate the educa	ational these theories.	research
			vement are	methods to
		•	result of	research
		-	mal factors.	specific
			ate the view	educational
		society. that	ethnic	issues.
			rences in	
		educa	ational	
			evement are	
			result of	
			nal factors.	
		7. Evalua	ate the view	
		that	ethnic	
			rences in	
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			evement are	
			result of	
			nal factors.	
		8. Consi		
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D-E grade		D-E grade	D-E grade	

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

knowledge and understanding of a range of perspectives and content. Application is consistently accurate and detailed. Critical analysis and evaluation will be used to	knowledge and understanding of a range of perspectives and content. Application is consistently accurate and detailed. Critical analysis and evaluation will be used to	understanding of a range of perspectives and content. Application is consistently
present arguments and create substantiated judgements.	present arguments and create substantiated judgements.	· · · · · · · · · · · · · · · · · · ·
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.	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.	10 and 30-mark questions will assess students' sophisticated understanding of the topic, through application of key terms and concepts. Evaluation will be detailed,